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ABSTRACT

The study was intended to determine the basis of intra- and interstate credit transfer for migrant students and how credit transfer can be improved. The Secretaries of Education Committees in State Legislatures and Departments of Education in Puerto Rico and all states except California responded to an open-ended survey. Over 80% of all states defined migrant students on the basis of federal regulation. The states saw basic academic skills, medical needs, and nutrition as migrant students' highest priorities. Few states kept quantitative statistics on migrant dropout rates or on the number of migrant students completing the GED. The major hindrance to graduation appeared to be the lack of common credit acquisition policies, transfer policies, and graduation and curriculum requirements between and within states. Most states had state mandated minimum graduation requirements. Over half offered various forms of flexible scheduling but only seven adjusted the number of credit units for migrant students. Credit transfer decisions were usually based on accrued credits, attendance, and grades. Problem resolution rests on improved intra- and interstate communication, acceptance by all states of Migrant Record Student Transfer System guidelines, and agreement on credit policy and procedures between state and local education agencies. (SB)

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COMPREHENSIVE SUMMARY:

STATUS OF CREDIT TRANSFER FOR MIGRANT STUDENTS
IN THE UNITED STATES

JULY 1983

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Paper presented at the American Educational Research Association Meeting
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RC014746

STATUS OF CREDIT TRANSFER FOR MIGRANT
STUDENTS IN THE UNITED STATES*

Earl J. Ogletree

The more than 16,000 United State school districts are best organized to deal with the permanent resident and the minimal transient student. Their school records can be relatively easily evaluated and adjusted to the requirements (state and local) of the new school. Many migrant students, however, are not permanent or semi-permanent residents of any school district. Hence, they fall outside the parameters of the normal record and credit transfer system.

As a result of the high transient rate of migrant families, the children have serious education deficiencies in addition to the lack of a continuous educational experience and the opportunity to complete high school. For example, at the elementary school level, migrant students are two to three years below the norm and only ten percent complete high school (Education Commission of the States, ECS).¹ ECS and a number of migrant education agencies have identified a number of problems faced by migrant students:

- 1) Many school districts believe that many migrant students are not interested in graduating from high school.
- 2) There are economic pressures from peers and families to leave school and become a full-time wage earner, "become heavy" when the student become sixteen years of age.
- 3) Students moving to different states and school districts face a bewildering array of curricula, requirements and class schedules. (There appears to be significant incompatible graduation requirements, inter-and intrastate.)
- 4) A significant percentage of migrant students need remedial help. There is a lack of common proficiency or competency standards between states and school districts.
- 5) Also migrant students have an unusually high incident of health and handicapping conditions. Access to special education services are not available to migrant students because of their mobile life style and rural school districts which they attend.²

* Funded by the Chicago State University Foundation.

As a result most migrant students fail to accumulate enough credits to be promoted or to graduate from high school. This is compounded by the lack of cooperation and working credit accrual standard and an effective system of credit transfer between school districts, within and between states. The Migrant Student Record Transfer System (MSRTS) was established by Congress in 1966 and was updated with the infusion of funds under P.L. 89-750 in 1971. MSRTS coordinates migrant services and programs and academic credits for migrant populations from early childhood to post-secondary level. Although MSRTS has had a significant impact on the educational welfare of migrant students, there is a lack of coordination and cooperation on a inter-and intrastate basis with MSRTS. There also appears to be little agreement on the priority of migrant students' needs and no common method of determining the education needs of migrant students and how to attain it within and between states.

There have been few recent studies on the status of credit transfer for migrant students in the United States.^{3,4} The lack of such research prompted the researcher to conduct such a study. The objectives of the investigation were to provide answers to the following general questions:

- 1) What is the basis of intra-and interstate credit transfers?
- 2) How can migrant students' academic program be planned to provide continuity?
- 3) How many states and school districts have an intra-and interstate credit transfer policy and program?
- 4) Is it possible for school districts to offer flexible school schedules for migrant students?
- 5) How can the credit transfer system and the education of migrant students be improved?

Method of Data Collection

The data were obtained via survey. A 23-item open-ended questionnaire was sent to Secretaries of Education Committees in State Legislatures and Departments of Education in the fifty states, plus Puerto Rico. In some cases the questionnaire was channelled to others, including state level personnel specifically involved in migrant education.

Forty-nine states and Puerto Rico responded to the survey; California declined. California migrant education officials referred the researcher to the Interstate Migrant Program in Oneonta, New York, which has been active in assessing the status of migrant education at all levels.* Hawaii and South Dakota had no data, citing the lack of a significant migrant student population. Hawaii had no migrants students and South Dakota had only five migrant students enrolled in its schools. Finally, Rhode Island officials stated that their migrant student programs were recently implemented and were unable to provide any data.

Results

The responses were organized in terms of each of the questions and recorded as given by the respondents in the following tables. Some of the responses were difficult to interrupt because of their brevity and ambiguity.

Definition and Identification of Migrant Students

Tabulation of the responses in Table I shows that the overwhelming majority of the states (80% - 85%) responding defined migrant students primarily on the basis of federal regulation--specifically in accordance with the definition in Chapter I, ECIA (formerly Titled I, ESEA) and the regulations for the implementation of that Act.** Other cited state regulations which may or may not be grounded in federal regulations. It seems reasonable that all of the respondent states followed federal guidelines, although their responses were not clear on this point.

On the question of migrant student identification and recruitment, fifty-percent of the forty-nine states responding stated they used trained recruiters, school personnel, community surveys, outreach programs,

* Director of Interstate Migrant Programs, Oneonta, N.Y. did not have the California intrastate data requested by the researcher.

** The U.S. Office of Education (USOE) definition of migrant, which is: "Those persons who have moved from one school district to another in the same state or to one in another state for the purpose of finding temporary or seasonal employment in one or more agricultural activities... Agricultural activity means any activity related to crop production, including, but not limited to, soil preparation and storage, curing, canning and freezing of cultivated crops..." (USOE Title I, Migrant Branch Proposed Rules, July 1975.) The definition was amended in 1974 to include children of migrant fishermen as well.

TABLE I

-a-

-b-

STATES

HOW DOES YOUR STATE DEFINE AND IDENTIFY MIGRANT STUDENTS?

ALABAMA	By federal regulations.
ALASKA	a. We define migrant children as those children who move frequently across state and district boundaries with their families seeking temporary/seasonal employment in the fishing or timber industries. b. Migrant children are identified by LEA personnel through the encouraging of migrant children to complete the Migrant Child Identification Form. When this form is completed, the educational and medical data are entered on the MSRTS forms and then sent to the MSRTS Headquarters in Little Rock, Arkansas.
ARIZONA	A "currently migratory child" means a child (a) whose parent or guardian is a migratory agricultural worker or a migratory fisher; and (b) who has moved within the past twelve months from one school district to another--to enable the child, the child's guardian, or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishing activity. A "formerly migratory child" means a child who: (a) was eligible to be counted and served as a currently migratory child within the past five years, but is not now a currently migratory child; (b) lives in an area served by a Title I migrant education project; and (c) has the concurrence of his or her parent or guardian to continue to be considered a migratory child. The Migrant Child Education Unit, Arizona Department of Education will contact every local school district in the state asking them for their cooperation in helping identify and recruit all eligible currently and formerly migratory children.
ARKANSAS	Recruiters locate and identify migrant students based on federal definition.
CALIFORNIA	No response.
COLORADO	Definition based on federal definition. The migrant program employs recruiters that seek out and enroll migrant students.
CONNECTICUT	By federal regulations.

DELAWARE	Definition used is that given by U.S. Education Department, Migrant Office. Identification is through home visits, other agency visits, perusal of students' school emergency cards, school enrollment forms, referrals by school personnel. All this is accomplished by the statewide migrant Recruiters.
FLORIDA	As defined by federal regulations. There are recruiters who go to the fields and camps and identify families.
GEORGIA	According to federal regulations and statute.
HAWAII	Not applicable.
IDAHO	Defined by federal regulations governing migrant education programs. Students are identified through a parents signed eligibility.
ILLINOIS	Definition is based on eligibility criteria as contained in Federal Register governing the Migrant Education Program. <u>Recruiting from camp to camp, house to house.</u>
INDIANA	State identification/eligibility form - based on federal regulations.
IOWA	A child who moves with his parent from one school district to another and the parent is seeking or engaged in agricultural work, fishing, or forestry.
KANSAS	Children who travel with their parents or guardians, who seek seasonal or temporary work that is agriculturally or fishery related.
KENTUCKY	Federal regulations.
LOUISIANA	Federal definition of migrants. The state is broken into 14 areas for identification and recruitment with a trained recruiter assigned to each area.
MAINE	Federal definition of migrants local and state recruiters are used to identify and enroll migrant students.
MARYLAND	Based on definitions outlined in federal registrar.
MASSACHUSETTS	Eligibility of migrant students is based upon the criteria found within the federal regulations governing migrant education. Children are identified by outreach workers, employed and trained by the Massachusetts Migrant Education Program, who work primarily through door to door canvassing. Assistance in this effort is provided by the information obtained through community surveys which request residency data from all local agencies.

-c-

MICHIGAN According to state of Michigan statute PL 93-380:
In order to provide consistency in the identification of migratory children, the following definitions are to be applied by all Michigan Title I Migrant Project directors:

Interstate
A child who has moved with a parent or guardian within the past year across state boundaries and intrastate district lines in order that a parent, guardian or member of his immediate family might secure temporary or seasonal employment in agriculture, fishing activities, or in related processing activities, or any activity directly related to the cultivation or harvesting of trees. The parent or guardian and child are expected to continue in the migrant stream.

1 - 2 = Interstate agriculture
4 - 5 = Interstate fisherman

MINNESOTA Migrant students are defined according to federal migrant regulations. Identification is accomplished through information obtained from families interviewed through a vigorous outreach program.

MISSISSIPPI Migrant students are defined and identified in accordance with the definitions in Title I, ESEA and the implementing regulations for that Act.

MISSOURI We have no state definition. Migrants are defined by the various federal laws which provide assistance to migrants. Educational assistance come under Chapter I, ECIA (formerly Title I, ESEA).

MONTANA Summer program only.

NEBRASKA The children of parents who have moved within the past 12 months from one school district to another to obtain temporary or seasonal employment in an agricultural or fishing activities.

NEVADA According to federal regulations.

NEW HAMPSHIRE We define migrant students according to the federal regulations and identify students by visiting farms, schools, town clerks and assorted other regional resources.

NEW JERSEY This is conducted in accordance with the definition provided by the National Office of Migrant Education as it appears in the Federal Register.

-d-

NEW MEXICO Based eligibility criteria based on Federal Register. Identification by home visitations.

NEW YORK Based on federal regulations L.E.A.'s (home-school) recruiters are responsible for identifying migrant students.

NORTH CAROLINA Program federal regulations.

NORTH DAKOTA According to federal regulations.

OHIO Federal definition. All schools have home-school recruiters that are responsible for identifying and registering of migrant children.

OKLAHOMA Define migrant students in accordance with national definitions and identify with participating projects and contracted recruiters.

OREGON The definition of the migrant student is the same as a formerly or currently migrant child. They are: "Currently Migrant Child" - a child whose parent or guardian, or any other member of the immediate family, is a migratory agricultural worker or fisher, and who has moved within the past twelve months for the purpose of obtaining temporary or seasonal employment. "Formerly Migrant Child" - any child who, within the past five years, has been eligible as a migrant child and has the concurrence of the parent or guardian to be classified as such and allowed to participate in Title I-M programs.

In the identification process, a home/school consultant is provided to serve the students and parents in an area. The home/school consultant identifies and recruits eligible students, and acts as a liaison between the students, parents, and the school. The consultant helps the project staff members in identifying the needs of the students, both as a group and individually.

The consultant assists the school personnel in explaining school policy and school problems to the students and parents. He/she assists the students and parents in resolving the problems and issues that arise between the school and its clients. The home/school consultant is also responsible for coordinating services of all community agencies in order to provide for the students' health, nutritional, social and other support services.

PENNSYLVANIA Follow Title I guidelines with the assistance of community liaison. Use 20 full-time recruiters to identify migrant students.

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RHODE ISLAND Data unavailable.

SOUTH CAROLINA Migrant students are students who travel with parents, relatives, or guardian for the purpose of parents, guardians, or relatives to seek employment in agriculture or fishing.

SOUTH DAKOTA Data unavailable.

TENNESSEE Any child (preschool - 12th grade) who have moved from one school district to another during the past 6 yrs. to enable the child, the child's parent or guardian, or a member of the child's immediate family to seek or acquire temporary or seasonal employment in agriculture, fishing or related activities.

All school systems receive information necessary to recruit eligible migrants. Each system is assigned a Regional Chapter I Consultant who gives information and assistance in conducting surveys and enrolling eligible migrant children. Those systems that have migrant education programs have various means of identifying and recruiting migrant children. Some means includes: recruiters at known sites, checking with local post offices and welfare agencies, recruiters working through regular school program and surveying children as they enroll in school.

TEXAS A migrant student is a student who has moved with his family or guardian within the past 6 years from one school district to another in order to work temporarily in agriculture or fishing. Our MSRTS clerk or community liaison side obtains signed eligibility forms from the parents of eligible migrants.

UTAH Based on federal regulations. The LEA hires a local recruiter who is knowledgeable of the geographic area and farming community and the mobility of migrants into the area.

VERMONT According to legislation.

VIRGINIA Migrant students in the State of Virginia are defined and identified in accordance with the rules and regulations of the National Migrant Education Program, ESEA Chapter I.

WASHINGTON MSRTS definitions and categories are used. Migrant students are identified and recruited by a school districts effort as well as a state wide recruitment program (MEIRP). We also do a great deal of work with the home base schools. This information is provided by previous years records and contact is made with the major sending schools about two months prior to the participated exit

WASHINGTON
(CONT'D)

time. This year we are piloting a program with Texas Interstate Project whereby our staff will visit in Texas the first part of February and meet with students who plan on coming to Washington. About a month later the Texas schools will meet with their youngsters again and pre-register them for attendance in Secondary Credit Exchange Programs in Washington.

WEST VIRGINIA Definition based on Chapter I Migrant Programs.

WISCONSIN Based on federal regulations. Identification of eligible children is carried out by local project recruiters who are state trained and who go to camps and residential areas to survey families for eligibility.

WYOMING Wyoming accomplishes this through an intense recruiting program which involves the sugar beet growers and sugar companies to identify migrant students.

PUERTO RICO Based on federal government regulations. They are identified by program recruiters who visit schools and communities where migrant families live.

home visitations, Chapter I consultants and parental eligibility forms. Their responses in Table I show recruitment included the hiring and training of local recruiters who were knowledgeable about the community and the mobility of migrants in the area. They located migrant students based on school records and assessment by school personnel. They visited work camps, farms and homes to procure eligibility forms from migrant parents. Other states used the services of a Migrant Record Transfer System (MSRTS) clerk or community liaison aides to obtain signed eligibility forms from parents. For the states that did not indicate the manner of recruitment, it can be assumed that they used similar methods to identify and locate migrant students.

Needs and Priorities of Migrant Students

When asked to delineate the needs and priorities of migrant students in their state, respondents ranked basic academic skills, medical and nutrition as the most important needs. Table II suggests the majority of states adhered to the national priorities defined in the Federal Register. These included special education program, credit accrual for graduation, continuity of educational experience, self-acceptance and acceptance by others, staff development, attention to individual needs, and the importance of defining local needs. Additional priority needs given by other states were: infant day care, preschools, transportation, assessment of educational needs, oral language and reading instruction, ESL and ESOL programs, dropout prevention, survival skills, vocational guidance, career education, identification of migrant students, assessment of health and psychological needs, education of former migrant students, involvement in MSRTS, yearly needs assessment, and parental involvement. The overall priority was to provide educational and supportive services to improve the students' academic achievement and continuity and their health and welfare. Michigan and Iowa, in particular, had rather comprehensive priority-related programs for migrant students.

Dropout Rate of Migrant Students

To assess the retention rate of migrant and related programs, state officials were asked to quantify the dropout percentage of migrant students. Because of the transitory nature of migrant students, only

TABLE II

STATESDEFINITION OF MIGRANT STUDENTS NEEDS AND PRIORITIES

ALABAMA	Develop basic skills and educational continuity.
ALASKA	Provide services that are necessary in a specific time frame to assure that migrant students receive a quality education.
ARKANSAS	Personal services to support healthy mind and body for academic pursuit, reading and math, as academic needs based on federal priorities.
ARIZONA	88.8% of Arizona-based migrant farmworkers are predominantly Mexican-American. They require extensive oral language and reading instruction. Health services are not always accessible to the Arizona-based migrant farmworker's family because of physical, economic and social barriers. The Arizona State Plan will provide supplemental educational and support services to children of migratory agricultural workers.
CALIFORNIA	No response.
COLORADO	Current migrant students have priority in Basic Skills, ESL, and Secondary Programs for credit transfers.
CONNECTICUT	Defined by federal regulations.
DELAWARE	Established educational/social priorities are 1) To compensate for a frequently interrupted and itinerate education, 2) to overcome health and nutritional defects, 3) to provide common, personal life experiences, 4) to complete a high school education, 5) to provide personal, vocational and family guidance, 6) to provide successful adult role models who come from similar backgrounds and 7) to help community, peers, teachers and administrators to understand migrant students and their families.
FLORIDA	Unable to respond.
GEORGIA	Continuity of education as established in Title I ESEA regulations.
HAWAII	Not applicable.
IDAHO	The goals of the fiscal year 1983 Idaho Migrant Education Program include identifying the children of migrant

IDAHO
(CONT'D)

workers, enrolling them in Idaho schools, and providing for them educational benefits and supportive services which may compensate for the deprivations the children suffer while their parents are providing the agricultural tasks and related labors that have meant so much to Idaho's economy. Special goals include providing a program of individualized instruction for all qualifying migrant students, and specifically addressing the dropout rate of secondary migrant students, and providing leadership in staff development activities for school personnel, including an emphasis on utilization of MSRTS, Skills Information System and parental involvement.

ILLINOIS	Needs are assessed locally by individual migrant projects. Priorities follow those established in the Federal Register (ESEA, Title I).
INDIANA	Minimum standards apply for all students attending Indiana schools.
IOWA	Each student has different needs and priorities.
KANSAS	Educational, psychological, health, and nutritional.
KENTUCKY	A needs assessment is taken each year by the LEA and submitted to the SEA.
LOUISIANA	The migrant has a life style vastly different from the majority of Americans. That life style produces needs in the migrant student centered around an acceptance by people and themselves of self and discontinuity of academic progress.
MAINE	National definition, ESEA, Title I.
MARYLAND	Basic Skill Development emphasizing Oral Language Development, ESL, ESOL programs and career education.
MASSACHUSETTS	Based on national goals (ESEA Title I).
MICHIGAN	Eighty-five percent (85%) of all migrant students in Michigan are of Spanish or Mexican/American descent, the majority being Spanish-language dominant. Appropriate instruction will be provided in reading, oral language, math, and early childhood. These content areas have been established as priority areas of instruction in Michigan. 1) Preschool and kindergarten experiences geared to his/her psychological development. 2) Specially designed programs in the academic disciplines

MICHIGAN
(CONT'D)

(language arts, math, social studies, and other academic endeavors) that will increase the migrant child's capabilities to function at a level concomitant with his potential. 3) Provide specially designed activities which will increase the migrant child's growth, positive self-concept, and group interaction skills. 4) Provide short term programs that will improve vocational skill training and/or career education for migrant children between the ages of 13 to 18, or until they graduate from high school. 5) Bilingual instruction additionally, all migrant secondary students will be provided the opportunity to attend school in an effort to earn a high school diploma or its equivalent. Presently, an alternative high school program emphasizing credit exchange and course completion is being piloted by five school districts in Michigan. Curricula, report cards, test and state requirements in the state of Texas are being studied and reviewed by Michigan teachers, directors, and counselors in an effort to assist the migrant student complete his/her academic year.

MINNESOTA

Because we are a receiver state, we define a migrant student's needs based upon information and data provided by MSRTS records and teacher judgement. Priorities, based on past experience, are Oral Language Development, Reading, and Math- in that order.

MISSISSIPPI

Defined by state and federal regulations.

MISSOURI

Migrant students' needs are determined locally; the state does not define their needs. The state's priority, however, is in the area of basic skills, so those needs are addressed first.

MONTANA

National based goals and objectives.

NEBRASKA

Same as any eligible student diagnostic testing is needed to determine students needs.

NEVADA

Our state plan for migrant education identifies reading, math, language arts and English language skills as priority needs areas.

NEW HAMPSHIRE

Consistency of educational program student advocacy.

NEW JERSEY

They are in concert with those needs and priorities established by the National Migrant Education Office. There is a current emphasis on secondary school migrant students.

-c-

NEW MEXICO

Provide supplemental instruction and supportive services to meet the needs of migrant students and bring them up academically with their peers.

NEW YORK

Needs and priorities in concert with national migrant educational goals.

NORTH CAROLINA

(1) Program continuity, (2) Summer programs for currently migratory children, (3) Regular school term programs for currently migratory children, (4) Staff Development, (5) Migrant Student Record Transfer System, (6) Programs for formerly migratory children.

NORTH DAKOTA

Elementary education, pre-school, infant day care, health and transportation.

OHIO

Those that will help them graduate and compete equally with non-migrant students.

OKLAHOMA

No response.

OREGON

The migrant education program of Oregon defines migrant students' needs by providing educational and support services according to specific needs: educational, cultural, social, health and nutrition. The objective is to identify individual student strengths and weaknesses, and to prepare programs accordingly. Other goals developed and followed are shown on the enclosed copy (National Goals and Needs Assessment).

PENNSYLVANIA

For secondary students dropout prevention and credit accrual. Basic skills are the needs and priorities.

RHODE ISLAND

Data unavailable.

SOUTH CAROLINA

Basic skills and educational continuity.

SOUTH DAKOTA

Data unavailable.

TENNESSEE

To provide instruction in basic skills which will improve academic achievement, to provide support services as needed by students and not met with other funds, to provide lifesaving/survival studies as needed by students.

TEXAS

Migrant students need intensive instruction in their basic subjects.

UTAH

Major thrust is to provide educational programs. Medical and nutritional needs are provided as a supplementary support service.

-d-

VERMONT Provide educational continuity, basic skills and assure secondary school graduation (priorities based on ESEA Title I goals).

VIRGINIA The commonwealth of Virginia's definition of migrant students' needs and priorities are consistent with those established by the National Migrant Education Program (ECIA Chapter I).

WASHINGTON The State of Washington goes through a needs assessment each year prior to writing the State Plan and the priorities of this plan are based upon the assessed needs of students.

WEST VIRGINIA No response.

WISCONSIN Student needs are determined at the local level. The state recognizes the Title I definition of a student eligible to receive migrant education services.

WYOMING Wyoming's priority is to assess the educational and health needs of each individual child as he/she enters the program. From this point each child is provided educational services and health services for the length of time they are in Wyoming. This time period can range from 1 day to six weeks.

PUERTO RICO We define migrant student's needs as those conditions which cause poor achievement and lack of continuity in the student's education. Priorities are the educational and supportive services to be offered to migrant students as soon as they are identified and enrolled in a given school so as to improve their academic achievement as well as their physical health and emotional stability and to provide continuity.

TABLE III

-b-

STATES	WHAT IS THE DROPOUT RATE OF MIGRANT STUDENTS?
ALABAMA	Data unavailable.
ALASKA	Data unavailable.
ARIZONA	Data unavailable, but the dropout rate is high.
CALIFORNIA	No response.
COLORADO	What is the ratio or percentage between current migrant students and those who have dropped out of school? Difficult to document. Colorado is a receiving state. Current students are here a very short time; also, secondary age current students choose not to attend school because they work in the fields.
CONNECTICUT	Data unavailable.
DELAWARE	This question is difficult to ascertain because of the mobility of the migrant student. Many migrant students who leave school do so for a variety of reasons. Some transfer to schools that do not participate in the migrant child education program. Others return to the fields to work. Some of these may decide to return to school after a semester or two.
FLORIDA	Data unavailable.
GEORGIA	Data unavailable.
HAWAII	Not applicable.
IDAHO	Specific statistical dropout data are not available-but dropout rate is high (Has 10,000 - 11,000 migrant students of which 50% are interstate).
ILLINOIS	Twenty-five percent.
INDIANA	One percent.
IOWA	Data unavailable. We are a receiving state.
KANSAS	We have no vehicle to substantiate these Data.
KENTUCKY	Data unavailable.
LOUISIANA	Data unavailable.

MAINE	Data unavailable.
MARYLAND	All migrant students of the settled-out population have graduated.
MASSACHUSETTS	Of the current migrant students less than 1% of high school age children identified as active migrants have dropped out of school in Massachusetts.
MICHIGAN	Data unavailable.
MINNESOTA	Data unavailable.
MISSISSIPPI	Data unavailable.
MISSOURI	Data unavailable.
MONTANA	Not applicable, we only have summer programs (receiving state).
NEBRASKA	Data unavailable.
NEVADA	Data unavailable.
NEW HAMPSHIRE	Data unavailable.
NEW JERSEY	Data unavailable at this time.
NEW MEXICO	Two percent.
NEW YORK	Data unavailable.
NORTH CAROLINA	Data unavailable.
NORTH DAKOTA	Not applicable. We are a receiving state. Have only summer programs.
OHIO	Data unavailable.
OKLAHOMA	Data unavailable. But dropouts are high.
OREGON	Statistics not available. One county has done a survey to show the factors on why students dropout. An estimate would show that the rate of dropout students is alarmingly high. (The survey showed a 70% dropout rate).
PENNSYLVANIA	Estimate 90% dropout.
RHODE ISLAND	Data unavailable.

SOUTH CAROLINA	Data unavailable.
TENNESSEE	Data unavailable.
TEXAS	Approximately 3% of our current migrants dropped out this year.
UTAH	Dropout rate ranges from 95-99%.
VERMONT	Data unavailable.
VIRGINIA	The ratio between current migrant students and those who have dropped out of school in Virginia is one drop-out to every eighty-two migrant students.
WASHINGTON	No dropout records are kept at the state level. Approximately 65-70% of true migrants do not finish high school.
WEST VIRGINIA	Data unavailable.
WISCONSIN	There are about 2,000 "currently migratory" children in the state, and 600 of these are at the secondary level, ages 16 through 20 years. There are no statistics to show what percentage of these 600 have dropped out of school.
WYOMING	Data unavailable.
	*The major reasons given in the Oregon survey for leaving school were: falling behind in school work (56%), failing grades (47%), skipped schools frequently (44%), unhappy in school (43%), didn't have enough credits to graduate (42%), wanted to earn own money (41%), had to work to help family (27%), and couldn't read English well enough (25%).
PUERTO RICO	Not applicable.

eleven states had such data available. These data appear to be general estimations as opposed to verifiable statistical figures. The overall estimates were high, ranging from 25% for Illinois to 99% for Utah. Massachusetts and Texas gave only a one and three percent dropout rate, respectively. Some states, such as Iowa and North Dakota, were receiving states and only had summer migrant programs. Only Iowa felt the dropout problem was a priority [See Table III].

Migrant Students Completing G E D

Statistics for migrant students completing the GED were similarly lacking. The information in Table IV shows only fifteen states including Puerto Rico responded to the question. Only seven states had data. The remainder of the states indicated these data were unavailable. Again the data appeared to be estimates. Montana cited the summer-only nature of their migrant student program as the reason for the lack of data. Of the remaining states, Vermont said that ninety-five percent of its migrant students had GED as a goal and worked towards it; Illinois officials indicated one percent completed the GED; Texas, one to two percent; and Pennsylvania, Indiana and Virginia, one percent. Puerto Rico stated, "of its students 60% completed the GED program."

Credit Units, Attendance and Grades

The lack of common credit acquisition and transfer policies between and within states is one of the major hinderances to migrant students accumulating enough credits to graduate from high school. The other major problem is lack of common graduation requirements within and between states. The data in Table V show the responses of state officials to the: 1) number of credit units, 2) days of attendance, and 3) passing grade required to graduate from high school.

Of the forty-five states responding to the question on credit unit requirements, eighteen states (35%) used the Carnegie unit. Eleven (22%) required 16CUs, while Utah and Puerto Rico required 15CUs and Oregon and Texas required 21CUs. - Alabama, Georgia and three other states required 20 credits. Idaho and Indiana required 34 and 32 credits units, respectively.

In a number of states (Iowa, Michigan, Nebraska, Tennessee, Utah,

TABLE IV

STATESWHAT PERCENTAGE OF MIGRANT STUDENTS COMPLETE G.E.D. PROGRAMS?*

COLORADO	Estimate very few, if any, because they are in our State a very short time.
DELAWARE	This question is also difficult to answer because a student has to be 18 hrs. old to take the G.E.D. Test.
ILLINOIS	About 1%.
INDIANA	About 1%.
MARYLAND	One student completed HEP, G.E.D. Programs.
MASSACHUSETTS	This kind of information is not available. The G.E.D. programs in this state are funded by federal funds which are distributed by the SEA through the LEA's; therefore this information is difficult to obtain as the children are not identified as "migrants" in the G.E.D. program.
MINNESOTA	Again, because of the nature of our program, we do not emphasize the G.E.D. Therefore, only a very small percentage of migrant students participate in this program.
MONTANA	Not applicable (Summer program only).
NEW HAMPSHIRE	Unknown - most students identified to date are in elementary or junior high school.
NEW YORK	Difficult to ascertain.
PENNSYLVANIA	Perhaps 1%.
TEXAS	Very few have completed their G.E.D. through our adult night school program (One or two percent).
VERMONT	Percentage of those who have G.E.D. as a goal and who work towards it is probably 95%.
VIRGINIA	About 1%.
PUERTO RICO	About 60%.

*All other states indicate these data were unavailable.

TABLE V

STATESWHAT ARE THE NUMBER OF CREDIT UNITS, DAYS OF ATTENDANCE
AND PASSING GRADE REQUIRED TO COMPLETE HIGH SCHOOL?

ALABAMA	20 units, days and grades vary.
ALASKA	Data unavailable.
ARKANSAS	Data not given.
ARIZONA	Sixteen credit units are required. As each LEA is different, some of the LEA surveyed indicated that some of them do not have a set policy regarding number of days of attendance required to earn academic credit. Each individual case is handled on its own merit. Some LEA's state that if a student has been absent from school for <u>15 days</u> or longer, that student will not receive credit. One school has established that if a student is absent <u>11 days</u> or more (whether excused or unexcused) he/she will not receive credit. As long as a student is passing the course they will receive credit (4 - grade).
CALIFORNIA	No response.
COLORADO	It varies according to school district policies.
CONNECTICUT	Number of credits: 16 units (9th to 12th). Days of Attendance: 180. Passing grade: D.
DELAWARE	The minimum required by the State is 18 Carnegie units; days of attendance and passing grades vary among the Local Educational Agencies.
FLORIDA	Data unavailable.
GEORGIA	20 units, 30 days absence (but subject to local policy).
HAWAII	Not applicable.
IDAHO	34 Credit units, 60 clock hours of attendance per unit, grade of "D".
ILLINOIS	16 Credit units, 176 days, grades decided by L.E.A.
INDIANA	32 Credits (state minimum). 175 days. D - (grade).

-b-

IOWA	The local school districts establish these and incorporate state minimum requirements.		
KANSAS	Credit units - 17 minimum. Passing grade determined by LEA. Attendance - 180 days.		
KENTUCKY	18 Credits; grade requirements are established by L.E.A.		
LOUISIANA		<u>Days of Attendance</u>	<u>Passing Grade</u>
	20 Students enrolled prior to 79-80	70 per term	Assigned by LEA
	22 Students enrolled after 79-80		
MAINE	16 Carnegie units.		
MARYLAND	The SEA requires students to have 20 credit unit, 180 days attendance and a minimal passing grade of "D". Accepted days of attendance may vary at LEA level.		
MASSACHUSETTS	The requirements to complete a high school program are under the aegis of LEA's.		
MICHIGAN	The Michigan school code does not specify a standard for these items. They vary from one school district to another.		
MINNESOTA	We comply with the requirements of the sending schools (home-base) in Texas.		
MISSISSIPPI	16 units -- passing grade 70 -- attendance requirements vary.		
MISSOURI	Students are required to complete a minimum of 20 Carnegie units of credit. There are no requirements for days of attendance. Passing grades are determined locally.		
MONTANA	16 units.		
NEBRASKA	L.E.A. requirements.		
NEVADA	Grades determined by L.E.A. Data on credit units and attendance requirements not given.		
NEW HAMPSHIRE	16 units, 180 days x4 years, passing grade varies with the LEA.		

-C-

NEW JERSEY The following are required: -92 credit units for a 4-yr high school
-69 credit units for a 3-yr high school
-attendance criteria established by LEA
-passing grade from A to D

NEW MEXICO On the average 20 credit units, days of attendance are non-applicable as long as students obtain a letter grade of C.

NEW YORK Varies by LEA.

NORTH CAROLINA 16 units.

NORTH DAKOTA Our summer programs report the hours per subject area to the students' home state school.

OHIO For transient migrants credits that are awarded on the requirements of homebase schools, most will operate on 60-75 hours per one-half credit. Usually migrant children will not be in attendance long enough to receive more than 1 credit.

OKLAHOMA 18 credit units. Local policy determines days of attendance and passing grades.

OREGON 21 units of credit. Attendance Requirements: (a) Twelve school years shall be required beginning with grade 1, except when the school district adopts policies providing for early or delayed completion of all state and school district credit and performance requirements. (b) The district school board may adopt policies for alternative learning experiences, such as credit by examination and credit for off-campus experiences. (c) With any modification of the attendance requirements for graduation, school district staff shall consider age and maturity of students, access to alternative learning experiences, performance levels, school district guidelines and the wishes of parents or guardians.

The school district board may approve an alternative approach. The district school board may approve and grant credit to a student for an alternative to a state required program or learning activity.

Passing grades are usually set by each LEA. Most schools would follow this scale:

A 90 - 100
B 80 - 89
C 70 - 79
D 60 - 69
F 59 -

-d-

PENNSYLVANIA Credits vary. The average is 210 credits. Days of attendance - no requirement. Passing grades - A, B, C, D.

RHODE ISLAND Data unavailable.

SOUTH CAROLINA 18 Credit units, 160 days minimum per year and D grade.

SOUTH DAKOTA Data unavailable.

TENNESSEE (1) State requires 18 units, LEA may exceed; (2) Satisfactory record of attendance is required by State, decision left up to local boards of education; (3) Passing grade is decision made by each LEA.

TEXAS 21 Credits; no specific number of days of attendance; D is a passing grade.

UTAH Credit units required by state are 15. However, the LEA can make additional requirements. Number of days of attendance is 180. Passing grade is a D.

VERMONT Varies according to each LEA.

VIRGINIA The number of credit units, days of attendance and passing grade required to complete high school (grades 9-12) are: a) 18 credit units; b) days of attendance is a local decision (maximum 180 days); c) letter grade of D or better as passing Sixty hours of instruction = 1 credit. State minimum credit units: 45.

WASHINGTON The number of credits to complete high school varies from district to district. In our local region here is a spread of about 8-10 credits between neighboring schools. On the average, schools require an additional 4.5 credits in specific courses. Grades determined by LEA.

west virginia 20 credit units; 180 days; passing grades

WISCONSIN All school programs are required to meet for 180 days in a school year. Credit units and passing grades are locally determined.

WYOMING Data not given.

PUERTO RICO Credit units required = 15 (12 + 3 electives) Days of attendance required = 3 years (200 active days) Minimum passing grade = D.

for example), local school districts either set or could exceed state requirements. Minnesota, for example, complied with the requirements of the sending (home-base) schools in Texas. There appears to be little agreement on and consistency in credit unit requirements intrastate and interstate.

Most of the states did not have minimum attendance requirements for graduation. Approximately forty-seven percent of the state indicated attendance requirements were established by local education authorities. New Mexico, Pennsylvania, and Texas officials reported there were "no specific days of attendance." New Mexico indicated that "days of attendance are non applicable as long as students obtain a letter grade of C." Tennessee required a "satisfactory record of attendance by the state," but the decision was left to local boards of education. Oregon appeared to have a very flexible attendance policy in which

any modification of attendance requirements for graduation, school district staff shall consider age and maturity of students, access to alternative learning experiences, performance level, school district guidelines and the wishes of parents and guardians (see Table V).

Some state officials stated the information was not available, while the remainder of states mandated attendance requirements. Some defined attendance in terms of minimum days of attendance; others, such as Arizona and Georgia, defined attendance based on the number of days absent, 13 and 30 days, respectively. The data suggest little agreement within and between states as to attendance requirements, credit accrual and graduation requirements.

There appears to be greater agreement on the passing grade requirement for high school graduation. A grade of "D" seemed to be the minimum passing grade to receive credit, intra-and interstate. However, some states (Mississippi and New Mexico) used the grade of "C" as the minimum passing grade. Again a significant number of states (50%) indicated the local education authority decides grading standards.

Agency that Established Graduate Requirements

The question of graduation and accrued credits and which agency has the ultimate responsibility for setting graduation requirements are central issues and barriers to credit transfer. The data in Table VI

TABLE VI

STATE	DOES THE SEA ESTABLISH MINIMUM GRADUATION REQUIREMENTS?	MAY THE LEA EXCEED S.E.A. REQUIREMENTS?
ALABAMA	Yes - 20 units.	Yes
ALASKA	Yes - 19 high school credits	Yes (LEA's are autonomous in their requirements).
ARIZONA	Yes - 16 units.	Yes. (May require 18 or more units. 9 LEA's require 20 units, 3 require 21 units, 6 require 22 units).
ARKANSAS	Yes	Yes
CALIFORNIA	No response.	No response.
COLORADO	Yes - 18 units or 180 semester hours.	Yes
CONNECTICUT	No - L.E.A. establishes minimum graduation requirements.	Yes
DELAWARE	Yes	Yes
FLORIDA	No, L.E.A. does.	Yes
GEORGIA	Yes	Yes
HAWAII	Yes (not applicable)	No
IDAHO	Yes	Yes
ILLINOIS	Yes	Yes
INDIANA	Yes	Yes - By state rule.
IOWA	Yes - (very minimum requirements).	Yes
KANSAS	Yes (via recommenda- tions).	No
KENTUCKY	Yes	Yes
LOUISIANA	Yes	Yes, but cannot withhold a state diploma from a student that meets S.E.A. require- ments.

MAINE	Yes	Yes
MARYLAND	Yes	Yes
MASSACHUSETTS	Yes, SEA requires that a student complete one of U.S. History and four years of English. Other grad- uation requirements are within domain of the LEA's.	Yes, the LEA does exceed SEA requirements.
MICHIGAN	Yes	Yes
MINNESOTA	Since our migrant students are all inter- state, we do not estab- lish minimum require- ments for graduation for current migrants. Such requirements have been established by the home-base schools.	Not applicable.
MISSISSIPPI	Yes	Yes
MISSOURI	Yes	Yes, encouraged to do so.
MONTANA	Yes	Yes
NEBRASKA	SEA has approval and accreditation standards which are or are not accepted on a voluntary basis by the LEA.	Yes
NEVADA	Yes	Yes
NEW HAMPSHIRE	Yes	Yes
NEW JERSEY	Yes	Yes
NEW MEXICO	Yes, with LEA option.	Yes
NEW YORK	Yes	Yes
NORTH CAROLINA	Yes	Yes
NORTH DAKOTA	Yes	Yes

OHIO	Yes	Yes
OKLAHOMA	Yes	Yes
OREGON	Yes - 21 units of credit.	Yes
PENNSYLVANIA	Yes	Yes, option of local governing boards.
RHODE ISLAND	Data unavailable.	Data unavailable.
SOUTH CAROLINA	Yes	Yes
SOUTH DAKOTA	Data unavailable.	Data unavailable.
TENNESSEE	Yes	Yes
TEXAS	Yes	Yes
UTAH	Yes, State Board of Education establishes mandates, however, the LEA develops the tests.	Yes
VERMONT	Yes	Yes
VIRGINIA	Yes	Yes
WASHINGTON	Yes	Yes
WEST VIRGINIA	Yes	Yes
WISCONSIN	No, the LEA, in the body of the school board has power to set minimum graduation requirements under Wisconsin statute.	Not applicable.
WYOMING	Yes	Yes
PUERTO RICO	Yes	No

show 41 out of 50, plus Puerto Rico, or 80% of the states had state mandated minimum graduation requirements. Several states (California, Rhode Island, and South Dakota) did not respond to this question. Hawaii, as indicated, does not have migrant students. Minnesota "does not establish minimum requirements for graduation for current migrants", because their migrant students are from other states and graduation requirement are based on home-base schools. In Connecticut, Florida and Wisconsin the local education authority established minimum graduation requirements.

On the question of whether the local education authority (LEA) can exceed state education authority (SEA) graduation requirement, forty-two or 84% of the states (not including Puerto Rico) said the LEA could exceed SEA requirements (Table VI). Louisiana officials qualified their response that an LEA, "cannot withhold a state diploma from a student that meets SEA requirements." The fact the LEA can exceed SEA requirements further complicates the issue of common credit units and graduation requirements for credit transfer purposes and migrant student graduation.

Flexible Schedules and Credit Units

One method states and school districts can use to overcome the myriad differences in credit and graduation requirements is flexible scheduling and adjusting the number of credit units to the needs of migrants students. The data in Table VII show that approximately twenty-eight or 56% of the states (not including Puerto Rico) offered various forms of flexible scheduling. Most of the flexible programs were for all students and were not specifically designed for migrant students. Arizona, Minnesota, Oregon and Pennsylvania, for example, appeared to make rather extensive scheduling and programming accommodations for migrant students, while Missouri restricted program and scheduling to older migrant students. Alaska said it was "exploring the possibility of developing a mail-out system of correspondence study, between the particular school and the migrant students." The data indicate program scheduling depends, in the main, on the local education authorities.

On the question of adjusted credit units, only seven states (not Puerto Rico) adjusted the number of credit units, either on an individual basis or by awarding different types of diplomas and certificates

TABLE VII

FLEXIBLE SCHEDULE AND CREDITS

<u>STATE</u>	<u>DO SCHOOLS IN YOUR STATE OFFER FLEXIBLE SCHEDULES FOR MIGRANT STUDENTS TO WORK AND GO TO SCHOOL?</u>	<u>DO YOU ADJUST THE NUMBER OF CREDIT UNITS TO MEET THE NEEDS OF MIGRANT STUDENTS TO COMPLETE YOUR GRADUATE REQUIREMENTS? HOW?</u>
ALABAMA	Yes	No, must earn 20 credit units.
ALASKA	No, But some LEA's are exploring the possibility of developing a mail-out system of correspondence study between the particular school and the migrant child.	Applies only to seniors who enter a new LEA that has different graduation requirements.
ARKANSAS	Some LEA's do, but it is not a State practice.	No
ARIZONA	Yes, We have two migrant project school districts serving secondary migrant students that offer night school for those students who have to work during the day or need supplemental help in passing required courses needed for graduation. One school provides night school classes (available to all students; Migrant and non-migrant), or a student can start classes one hour early. A couple of schools can offer flexible schedules for migrant students that have to work and then go to school. These are handled on an individual basis.	No, Each local school board has established policy regarding the minimum number of credits that are required for graduation from high school. Each LEA surveyed indicated that their local school boards would be reluctant to adjust the number of credit units to meet the needs of migrant students.
CALIFORNIA	No response.	No response.
COLORADO	Not at this time. Summer migrant students do.	Determined by L.E.A.'s

FLEXIBLE SCHEDULES AND CREDITS

<u>CONNECTICUT</u>	<u>DELAWARE</u>	<u>FLORIDA</u>	<u>GEORGIA</u>	<u>HAWAII</u>	<u>IDAH</u>	<u>ILLINOIS</u>	<u>INDIANA</u>	<u>IOWA</u>	<u>KANSAS</u>	<u>KENTUCKY</u>
We do not have this situation in Connecticut.	This flexibility is not offered outright. The school district would take each individual student and situation into consideration if it did choose to offer this flexibility.	Yes, varies in each LEA.	If the student participates in one of the vocational education programs.	Not applicable.	Generally no. However, some school districts with migrant programs provide summer school day programs for elementary students and evening programs for secondary students.	Yes	Yes	LEA's can if they wish.	No	A number of districts have a program of this type but not limited to migrant students.
						Yes, depends on LEA's with night classes and tutoring.	No	No. Each LEA has its requirements to be met if a student wants a diploma from the school.	No	No

FLEXIBLE SCHEDULES AND CREDITS

-c-

LOUISIANA Flexible schedules are provided to all students involved in distributive education but not for migrant students who work outside of the educationally supervised area.

MAINE No, except where cooperative education programs are in place for all students.

MARYLAND no, Migrant students enrolled during regular year.

MASSACHUSETTS No. This type of program flexibility is generally not necessary as Massachusetts is a "receiving" state in which migrants "settle out." Over 70% of the migrant student population residing in the Commonwealth is formerly migratory.

MICHIGAN Some LEA's do.

MINNESOTA Our projects provide instructional programs at a time convenient for migrant students taking into consideration the working hours of the older students. Secondary classes are offered in the evening.

MISSISSIPPI No

MISSOURI Yes, if it is within local school board policy to provide flexible scheduling for all students. State law permits such scheduling only for students 15 and older who are outside the compulsory attendance law ages.

(a), A student's credit units are evaluated on an individual basis and adjustments can and will be made.
(b), Adjustments are made through requests to the LEA superintendent.

No

No, There has been no need.

No

No

Not applicable.

No. Requirements same for all students.

Local school boards may set special graduation requirements for students who earn much or most of their high school credit in other school districts. This would include migrants as well.

FLEXIBLE SCHEDULES AND CREDITS

-d-

MONTANA Not applicable. Not applicable.

NEBRASKA Same as any eligible student. Decision of home base school.

NEVADA Yes No

NEW HAMPSHIRE Some schools in the state offer flexible schedules for students; these schedules were not specifically designed for migrant students. No

NEW JERSEY No No. This is left to the LEA.

NEW MEXICO LEA option. Yes, with teacher and counselor input. Based on how close the students are to completing classes.

NEW YORK Varies from school to school. LEA determination.

NORTH CAROLINA It is offered to students in selected courses of study. No.

NORTH DAKOTA We did have night school when feasible, but the demand was just not there to continue summer night programs. Not applicable.

OHIO Yes The student will not graduate from our state unless they settle out and then they must meet the LEA requirements.

OKLAHOMA Yes Local policy allows for adjustment of credit units.

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FLEXIBLE SCHEDULES AND CREDITS

-e-

OREGON

During the regular school year, flexible schedules are set up for some juniors and seniors, while other schools allow for students to leave school and work, and complete make-up work upon return. In the summer, migrant night schools are set up for migrant high school students wishing to accrue or complete credits. One program (Marion Learning Center in Woodburn, Oregon) encourages students to work during the day or night. This, allows the student to complete credit make-up work or study for a G.E.D. diploma when the student is able.

This state does not adjust the number of credit units for any student. Each student is required to complete the standard number of units and the number as required by the school which the student is enrolled. The state standard requires that each student must earn a minimum of 21 units of credit. With this in mind, the local school district shall award diplomas to all students who fulfill district and state requirements. A school may award an alternative document to a student who has met some but not all of the graduation requirements. A student may be awarded an alternative document (modified diploma, certificate of completion, certificate of accomplishment, certificate of competence, certificate of achievement, certificate of attendance) if he/she fails to fulfill all graduation requirements. Also, a school district may adopt policies for early or delayed completion of district and state requirements.

FLEXIBLE SCHEDULES AND CREDITS

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OREGON
(CONT'D)

PENNSYLVANIA	Yes, Continuation school, evening programs, migrant student program.
RHODE ISLAND	Data unavailable.
SOUTH CAROLINA	On a limited basis.
SOUTH DAKOTA	Data unavailable.
TENNESSEE	The LEA must establish guidelines for students to work and go to school. At this time, we have no migrant children participating in such a program.
TEXAS	Yes, there are vocational and special education programs that provide for part-time work training for credit during the day.
UTAH	Yes
VERMONT	No. Not at present.

They may also approve and grant credit to a student for an alternative to a state required program or learning activity. (See page 8A - Exemptions OAR 581-22-415, Elementary-Secondary Guide for Oregon Schools: Standards for Public Schools, 1980).

No

Data unavailable.

No

Data unavailable.

No

No

Yes. It is done on a case by case basis by approval of the local board.

No. Not at present.

FLEXIBLE SCHEDULES AND CREDITS

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VIRGINIA	Schools in Virginia serving migrant students do provide for flexibility of scheduling (local decision).	No, all students graduating from schools in Virginia must meet the minimum graduation requirements established by the State Board of Education.
WASHINGTON	Secondary Credit Exchange Program. PASS Program, High School Equivalency Programs, regular resource rooms and tutoring for migrant students. Some school districts adjust schedules for migrant students.	Migrant students are required to meet the same number of credits to graduate as resident students.
WEST VIRGINIA	No	No
WISCONSIN	Three summer schools offer late afternoon or evening classes for working migrant students.	This can occur at the local level.
WYOMING	Yes, the programs in Wyoming will work with students whenever they can be available.	Not applicable. Wyoming has two-6 week and one-3 week summer programs. These start in late May and end early in July.
PUERTO RICO	No.	No. All students are required to earn the same number of credits.

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(Table VII). Any adjustment in credit units is an LEA decision. The data indicate that all students must meet the same graduate requirements, and there is little flexibility in credit unit adjustment.

Basis and Responsible Agencies for Credit Transfer Decisions

The basis of credit transfer decisions and how they are made and who makes these transfer decisions are tabulated in Table VIII. The responses from the forty-six states, plus Puerto Rico, show that accrued credits, clock hours (attendance) and grades were the criteria for credit transfer. The basis of credit transfer decisions included "a commitment to education, and provide equal opportunity to assure each student graduates." The local education authority was most often responsible for making decisions about credit transfer. In making these decisions they took into account the course content as inferred from the course titles, the needs of the student, and the standing of the school from which credit was being transferred. A majority of the states cited joint cooperation between state education authorities (SEA) and the LEA staff, migrant counselors, teachers and the MSRTS in the credit transfer process.

Intra-interstate Policies and Agencies

Essential ingredients of credit transfer are intra - interstate policies and agencies. The responses in Table IX show that thirty-one or 64% of the states, excluding Puerto Rico, had no intra - interstate policies at the state level. Credit transfer is handled by local education authorities. Washington state is in the process of formulating credit transfer policies. Arizona, Florida, Illinois, Indiana, Kentucky, Nebraska and seven other states have state-wide credit transfer policies. Whether these policies are based in state statutes is difficult to determine from the responses. Arizona has a statutory policy. In Puerto Rico the state education agency has the responsibility; although decisions are centralized, no interstate policy exists.

In those states that have no interstate credit transfer policies at the SEA level, no intrastate SEA policy exists either. There are several exceptions. Florida has an SEA interstate but no intrastate policies. Indiana has intra - interstate policies and agencies "through

TABLE VIII

RESPONSES TO MIGRANT QUESTIONNAIRE

<u>STATE</u>	<u>WHAT IS THE BASIS OF AND HOW ARE AND WHO MAKES CREDIT TRANSFER DECISIONS?</u>
ALABAMA	So a migrant student can earn enough credits to graduate, a student is given credit for completed work at each school with results placed in MSRTS. LEA makes transfer decision.
ALASKA	The basis for credit transfer decisions is to eliminate problems with graduation requirements and unnecessary testing of migrant children. Credit transfer decisions on the basis of work completed at each school and grades are accrued. The counselors make the decision at the leaving school.
ARIZONA	To assure the most continuity practicable in the education of migratory children to be served, such as the exchange of course credits, both within and among States, and the intrastate and interstate sharing of program planning, evaluation, curriculum and staff training materials. Credit transfer decisions are handled by the local educational agency (LEA) school counselor, or in the case of larger high school districts, the Vice-principal, assistant principal and/or school principal.
ARKANSAS	To accumulate/and plan toward graduation. Automatically through MSRTS. AUTOMATICALLY THROUGH MSRTS.
CALIFORNIA	NO response.
COLORADO	Home-base-school secondary migrant students arrive late and leave early, therefore, they do not acquire credit because they have not been in attendance to meet the required hours for credit. Credit transfers decisions are made by coordination, communication and credit acceptance between sending schools and receiving schools. Credit transfer decisions are made by local school district school boards and administrators.
CONNECTICUT	LEA determines basis for transfer decisions. Credit transfers decisions are based on students' individual case. Credit transfer decisions are made by the LEA student services personnel.

DELAWARE

The basis for credit transfer decisions are Carnegie Units accrued and courses completed satisfactorily.

It is the responsibility of the local educational agencies to decide on matters of credit transfers. When credit transfer is to be decided in the matter of a foreign student, the State Department of Public Instruction decides.

Each individual Local Educational Agency (LEA) decides the issue of credit transfer.

FLORIDA

The basis for credit transfer decisions is a commitment to education, provide equal opportunity to assure each student graduates. Credit transfers decisions in Florida varies from county to county. Overall, the State has committed themselves to award credit for school work done out of state.

Credit Transfer decisions are made by LEA's (Building Principal).

GEORGIA

Transcripts are evaluated in light of state and local requirements and decisions are made by local systems to accept or reject credit. Credit is given for course-work at the end of quarters or semesters. Credit transfers decisions are made when the receiving school requests an official transcript. This is a local administrative matter.

Credit transfer decisions are made by local high school staff, mainly counselors.

HAWAII

Not applicable.

IDAHO

The basis for credit transfer decisions are: competencies, grades, clock hours in class. Credit transfer decisions are made by evaluation of students' record compared to state and local standards for grades, clock hours in class and competencies.

Credit transfer decisions are made by School counselors/Registrars/Principals.

ILLINOIS

The basis for credit transfer decisions are: classroom seat time, classroom attendance, competency testing & course grade received.

Credit transfer decisions are made by negotiations between school districts.

ILLINOIS
(CONT'D)

Credit transfer decisions are made by persons within individual school districts with such authority, e.g., building principals, counselors, registrars, and program directors.

INDIANA

Basis for credit transfer decisions is when previous school is accredited by another state or regional accrediting agency affiliated with U.S. Council on Post Secondary Accreditation.

Credit transfers decisions made by local school districts (LEA) upon verification by (SEA).

State Board of Education and local board of Education makes decisions.

IOWA

The basis for credit transfer decisions is the number of class hours in attendance and quality of school work.

Credit transfers decisions are made by student request and local school cooperation.

Local school administration and teacher make decisions.

KANSAS

Basis for credit transfer decisions is to enable students to accumulate and be given credit for course work from one state to another.

Credit transfers decisions made, at this time, only by consenting states are transferring credits through the Secondary Credit Exchange Program.

Kansas is not participating in the Secondary Credit Exchange Program.

KENTUCKY

Credit transfer decisions are based on requests by receiving district.

Credit transfer decisions are based on LEA policies that vary from LEA to LEA.

LEA makes credit transfer decisions.

LOUISIANA

Decisions to accept credit is based upon the standing of the school from which the credit is being transferred.

The principal of the gaining school evaluates the transcripts and accepts credits from any state approved school.

Credit transfer decisions are made by the principal, with input from guidance personnel, makes decisions on credit transfer.

MAINE

The basis for credit transfer decisions is the local education agency (LEA) policy.

Credit transfers decisions made by the LEA's policies. LEA credit transfer decisions.

MARYLAND

The basis for credit transfer decisions is to insure transient migrant students do not lose credit for work as they move from homebase to receiving states.

Credit transfers would be established by the SEA and followed by LEA personnel (guidance counselors and principals).

Credit transfer decisions are done cooperatively via SEA policies and LEA school personnel (guidance counselors and principals).

MASSACHUSETTS

Credit transfer is based on the standards that are established and accepted by LEA's.

In the Commonwealth of Massachusetts, credit transfer is based on local school committee policy/accreditation standards. This provides for a free flow of acceptance of courses as determined by the local school principal.

The acceptance of credit transfer is made by the local principal as based upon his/her evaluation on whether to accept credits of a student from another LEA.

MICHIGAN

The basis for credit transfer decisions is the need of the student, plus the compatibility of the homebase school and the receiving school.

Credit transfers are made by the homebase school and the receiving school agreeing on the courses (s), number of clock hours in classroom, graduation requirement, etc.

Credit transfer decisions are done by the homebase school and the receiving school, after some contact via transfer forms and telephone calls, make transfer decisions.

MINNESOTA

The basis for credit transfer decisions is the satisfactory completion of assigned coursework as determined by the teacher.

Upon completion of assigned coursework, teacher and project coordinator discuss completed work and hours of attendance. This information is then recorded for transmittal to the home-base school.

Decision for credit transfers is made by the project coordinator and the teacher.

MISSISSIPPI

Credit transfers are provided upon the request of the other district.

Credit transfers decisions are based on LEA policies. LEA administration makes credit transfer decisions.

MISSOURI

The basis for credit transfer decisions are the number of hours of instruction during the academic year and the course content, to the extent it can be inferred from the course title.

Credit transfers decisions made are made in accordance with local school board policies, after evaluating information forwarded by the last school district attended.

Credit transfer decisions are made normally by the high school principals and/or guidance counselors.

MONTANA

Basis for credit transfer decisions is the student transcript.

Credit transfers decisions made from student transcripts by Local School District.

Local school district makes credit transfer decisions.

NEBRASKA

Agreement between home base school and cooperating school is the basis for credit transfer decisions.

Credit transfers decisions are made by agreement of home base school and cooperating school.

Authorized authority of the schools involved makes credit transfer decisions.

NEVADA

Credit transfer decisions are made based on local school district policy and state regulations for high school graduation.

The receiving school district rules on the acceptability of credits earned in out-of-state districts. All credit earned from an approved in-state high school must be accepted.

The local school district makes credit transfer decisions.

NEW HAMPSHIRE

Local decision making is the basis for credit transfer decisions.

Credit transfers decisions made by evaluation of a valid transcript.

The school principal and guidance counselor makes credit transfer decisions.

NEW JERSEY

The basis for credit transfer decisions is to insure that migrant children do not repeat the same courses they have already passed and that they take the required courses for high school graduation.

The credit transfer decisions are made by the receiving high school principal.

NEW MEXICO

The basis of credit transfer decisions is keeping migrant students from repeating and/or dropping out of school because of frustration.

Credit transfer decisions are made by counselors, teachers and LEA authorities who decide on various area specific tests to be used or use the combined criteria of test or 90 hours or 180 hours.

NEW YORK

The basis for credit transfer decisions is generally at the district level.

Credit transfers decisions vary district to district.

Generally the counselor at the LEA makes credit transfer decisions.

NORTH CAROLINA

The basis for credit transfer decisions is official school transcripts.

Credit transfers decisions is on the basis of work successfully completed.

The accepting school makes credit transfer decisions.

NORTH DAKOTA

The basis for credit transfer decisions is our participation in the credit exchange program.

Credit transfers decisions are made at the local level, however, the credit exchange was participated in at the state level/ (nationwide plan).

Director of each program makes credit transfer decisions.

OHIO

The basis for credit transfer decisions is to provide students with the opportunity to acquire credit while they migrate that can be counted towards their graduation.

Credit transfers decisions made jointly between states and individual schools within the states.

The state department and the local schools make credit transfer decisions.

OKLAHOMA

The basis for credit transfer should be no different for migrant than any other student. They all should be within the policies of the framework of state and local districts.

OKLAHOMA
(CONT'D)

Credit transfers decisions made basically through correspondence between school districts.

Credit transfer decisions are made by chief administrators of local districts within the law, regulations and policies.

OREGON

The basis of decision for credit transfer is left up to each local school district. Each local board and administration makes their interpretation of the state standards. LEAs in the state have various credit transfer procedures and it would be very difficult to provide one explanation.

Method of credit transfers decisions are made by LEA's in the state have the sole responsibility of accepting or rejecting credit. The principal, the chief credit officer, or the high school guidance counselor, may decide if they wish to accept FOM 1 from Texas to take the place of General Math. In the state of Oregon, 130 clock hours equal 1 unit of credit. Equivalent work may include independent study, work experience, and research time.

Credit transfer decisions are done by the principal; guidance counselor; or designated credit officer of the LEA. In certain instances, a county education service district or the SEA may grant credit. In Oregon, the standards strongly suggest that students should not be penalized when transferring between schools or districts. Out-of-state students should receive a liberal interpretation or application of their transcripts toward meeting units and competence required by the standards.

PENNSYLVANIA

The basis for credit transfer decisions includes examination of previous courses taken from best available information & reform reciprocity agreements.

The principal and migrant counselors make credit transfer decisions.

RHODE ISLAND

Data unavailable.

SOUTH CAROLINA

The basis for credit transfer decisions is to make it possible for migratory children to receive credit for courses taken in different schools, thus giving them a chance to graduate. It will also prevent the high dropout rate.

Credit transfers decisions are made with agreements between states and LEAs.

SOUTH CAROLINA
(CONT'D)

Credit transfer decisions are made by the appropriate designated state and local officials.

SOUTH DAKOTA

No response.

TENNESSEE

We have only settled-out migrant children attending high school and therefore have had no credit transfers to take place.

For the regular program, each LEA bases their decision upon the state's rules, regulations, and minimum standards.

LEA makes credit transfer decisions.

TEXAS

The basis for credit transfer decisions is confidence on the part of the homebase school that the work done by the migrant student as he attends the interim school is of the quality and quantity needed for credit.

At present credit transfers decisions are made by the home base school by considering information supplied by the interim school.

The high school principal, with assistance from the counselor, makes credit transfer decision.

UTAH

The basis for credit transfer decisions is to provide reporting of progress and give incentive and reward for work completed.

Credit transfers decisions are made originally by state and local board approval of the states involved.

Credit transfer decisions are made after agreements have been made between states, actual credit transfer decisions are made by the SEA and LEA.

VERMONT

Data unavailable.

VIRGINIA

The basis for credit transfer decisions is established by the approved policies of the State Board of Education.

Credit transfer decisions are made in accordance with the approved policies established by the State Board of Education.

Credit transfer decisions are made by local school officials in accordance with the approved policies established by the State Board of Education.

WASHINGTON

The basis for credit transfer decisions are local graduation requirements.

Credit transfers decisions are made at the local level by phone contact and personal visitation at local & regional levels.

Credit transfer decisions are made at the local level. Building principals (with encouragement from migrant staff).

WEST VIRGINIA

The basis for credit transfer decisions is done at the local level.

Local agencies makes credit transfer decisions.

WISCONSIN

A school district board decides if sufficient local hours or credit units are to be awarded to a student in its district. The student's new district of enrollment may request a list of awarded credit from the previous school district. If the previous district awards credit, the new school district (counselor, curriculum coordinator, school board personnel) decides whether to accept, and thus transfer the student's credit for continuity. At local option - high school counselor and principal are primary decision makers. Again, Title I personnel can influence decisions.

WYOMING

The basis for credit transfer decisions are clock hours of course work and a grade are sent to home base school. Course work is based on a written request from home base school on the "secondary credit exchange" form.

Credit transfers decisions are based entirely on written requests from home base schools.

Each local director of the migrant summer education program is responsible for the students in his school.

PUERTO RICO

The program provides a basic skill manual to be systematically used by teachers. This makes it possible to provide migrant students with continual educational and supportive services.

TABLE IX

-a-

<u>STATES</u>	<u>DOES YOUR STATE HAVE INTER-INTRASTATE POLICIES AND AGENCIES? RESPONSIBLE AGENT FOR INTER-INTRASTATE CREDIT TRANSFER?</u>
ALABAMA	Interstate: no Intrastate: no Responsibility: LEA
ALASKA	No, but some districts have policies they follow when students leave the district early or when students enter the district late as a senior. When a senior enrolls from another state's school district, then he/she is allowed to graduate providing that he/she meets the previous district's graduation requirements. That student must also take a full load and seek to meet the receiving district's requirements. The counselor from each school and the division of student management are responsible for handling all credit transfers.
ARIZONA	Yes. Section 2.2.1 (a) (Arizona State Plan Fiscal Year 1983) provides that: Coordinate intra and interstate activities for developing and implementing a secondary academic credit accrual and credit exchange program in Arizona. This policy meets the requirement under <u>Section 116.12.(B) (411) of the Federal Regulations.</u> The SEA, however, each individual LEA is governed by local school board policy regarding the transfer of credits.
ARKANSAS	Interstate: no Intrastate: no Responsibility: LEA
CALIFORNIA	No response.
COLORADO	Interstate: No, not at this time. Intrastate: no Responsibility: School District.
CONNECTICUT	Interstate: no Intrastate: no Responsibility: Local Boards of Education.

-b-

DELAWARE

Each individual school district develops its own policy using the State Board approved guidelines setting credit accrual.

The state education agency develops guidelines for minimum credit accrual. The individual Local Education Agencies may require more than the state-minimum and sets their own policies.

The local educational agencies have responsibility of credit transfers.

FLORIDA

Interstate: yes
Intrastate: No -- to the best of my knowledge. The SEA is responsible for this coordination (ultimately), but LEAs implement this.

The SEA, enforced by the LEA is responsible for credit transfer.

GEORGIA

Interstate: Accepted practice - Out-of-state transcripts are evaluated locally and courses are matched with existing requirements (SEA and LEA).

Intrastate: Same as above, although easier since all high schools within the state must meet the same minimum requirements. Still, students must meet LEA requirements in order to graduate.

Responsibility: Local school officials.

HAWAII

Not applicable.

IDAHO

Interstate: no
Intrastate: no
Responsibility: School counselors/registrars/principals.

ILLINOIS

Interstate: Yes - negotiated between school districts.
Intrastate: Yes - negotiated between school districts.
Responsibility: Individual school districts.

INDIANA

Have inter - and intrastate policies and agencies through recognition of COPA affiliated accredited agencies, i.e. N.C.A., is established in rule form at the intrastate level. Responsibility rests with state board of education.

IOWA

Have interstate policies based on formal and informal local school cooperation, but no state statute. No formal intrastate credit transfer policy or agencies. Local schools are responsible for credit transfer.

-c-

KANSAS Has neither formal inter - or intrastate policies or agencies at present time. In terms of responsibility, migrant project (LEA) administrators intervene for the migrant child with administrators and other local educational agencies.

KENTUCKY Interstate policy, yes. Agency, no.
Intrastate policy, yes. Agency, no
Responsibility, each LEA.

LOUISIANA There is no specific agency to handle interstate and intrastate transfer of credit. The policy for inter- and intrastate credit transfer is to accept any credit earned at a state approved school.

The principal and guidance personnel have the responsibility for both incoming and outgoing student credit transfer whether it be intra or interstate credit transfer.

MAINE No intra- interstate credit transfer policies or agencies.

Responsibility: LEAs.

MARYLAND No inter - intrastate credit transfer policies or agencies. The SEA could outline procedures for the LEAs.

MASSACHUSETTS The Commonwealth does not have an interstate transfer policy per se; however the Massachusetts State Department of Education will act as a negotiator if necessary.

The Commonwealth does not have an intrastate credit transfer policy. These matters are taken care of by the LEAs.

The LEAs, with the assistance of the Massachusetts Migrant Education Program, have the responsibility to ensure that credit transfer requests are met.

MICHIGAN No policies, interstate credit transfer policies and agencies but practices and some local schools which cooperate.

No intrastate credit transfer policy and agency.

The schools involved have the responsibility for intrastate and interstate credit transfers.

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MINNESOTA Credit transfer policies are determined by the home-base schools.

Minnesota has not had to provide the intrastate of credit transfer function to date since these projects of a short term (6-8 weeks) duration.

Local project coordinators and the SEA have the responsibility for credit transfer.

MISSISSIPPI No inter - intrastate credit transfer policies or agencies.

LEA is responsible for credit transfer.

MISSOURI No inter-intrastate credit transfer policy or agencies.

Local school district staff is responsible for credit transfer guided by local policy.

MONTANA No inter-intrastate credit transfer policy or agencies.

Local school district is responsible for credit transfer.

NEBRASKA Interstate credit transfer
Policy = Approval and accreditation
Agency = Each school district

Intrastate credit transfer
Policy = Approval and accreditation
Agency = Each school district

Individual school district is responsible for intrastate and interstate credit transfers.

NEVADA Has inter-intrastate credit transfer policies, but no agencies. Responsibility rests with school districts involved.

NEW HAMPSHIRE No formal inter-intrastate credit transfer policies or agencies.

Responsibility for credit transfer rests with LEAs.

NEW JERSEY No; it does not have interstate transfer policies and agencies.

Yes; the principal must accept credits from intrastate public schools.

The local educational agency has responsibility for intrastate and interstate credit transfers.

NEW MEXICO Interstate - intrastate credit transfer policies are based on LEAs policy and the responsibility of LEAs central record office. (No central state agency or policy).

NEW YORK Has inter-intrastate credit transfer policies and agencies.

Responsibility varies with LEAs, regional programs, and central coordination center.

NORTH CAROLINA Has inter-intrastate credit transfer policies and agencies.

Local school officials have responsibility for credit transfer.

NORTH DAKOTA Has inter-intrastate credit transfer policies and agencies.

Directors (migrant education) have credit transfer responsibilities.

OHIO Unwritten inter-intrastate credit transfer policies.

The agencies responsible for credit transfer are the local schools.

OKLAHOMA Has interstate credit transfer policy based on other states accreditation standards at state, regional or local level of North Central Accrediting Association.

Intrastate credit transfer between school districts of which local school districts have the responsibility.

OREGON Certain migrant projects throughout the state, in association with their local school district, transfer credit with other states. These secondary credit exchange programs are pretty flexible with schools and students needing to accrue credits for high school graduation.

Our state has standards for transfer policies. Each LEA usually accepts units of credit and attendance completed in standard secondary schools as if the requirements had been completed in Oregon.

In Oregon, each local district accepts minimum competencies, credits and attendance completed in a standard Oregon school as if they had been earned in their own district.

For private alternative, or nonstandard public secondary schools, a determination and evaluation of the students' credit, competencies and attendance would have to be undertaken.

Each local school district principal, guidance counselor, or designated credit officer has the responsibility for credit transfer.

PENNSYLVANIA No inter-intrastate credit transfer policy to date. The Interstate Migrant Program is implementing such a program.

The local school district (Interstate Credit Exchange Project) is responsible for credit transfers.

RHODE ISLAND Data unavailable.

SOUTH CAROLINA No interstate credit transfer policy or agency. Presently considering a course of action.

Has intrastate policy and agencies (local school districts).

State migrant supervisor is responsible for credit transfer.

SOUTH DAKOTA Data unavailable.

TENNESSEE We have no inter-intrastate credit transfer agencies; policies have to be based upon rules, regulations, and minimum standards.

LEA (for regular school program) has responsibility for intrastate and interstate credit transfers.

TEXAS There are formal inter-intrastate credit transfer policies and agencies.

The LEA with the inter/intrastate agencies have primary responsibility for credit transfer.

UTAH Has inter-intrastate credit transfer policy and agencies.

LEAs and SEAs are responsible for credit transfer.

VERMONT No formal inter-intrastate policy or agencies.

LEAs have responsibility for credit transfer.

VIRGINIA

The Commonwealth of Virginia does have interstate credit transfer policies, however, we are awaiting further guidance from the U.S. Department of Education on credit transfer for migrant students.

The Commonwealth of Virginia does have intrastate credit transfer policies, however, we are awaiting further guidance on credit transfer for migrant students from the U.S. Department of Education.

The responsibility for intrastate and interstate credit transfers rest with local school officials in cooperation with the State Department of Education.

WASHINGTON

No specific agencies, but formal policies are being formulated.

State superintendent provides leadership with local school districts for carrying out migrant student credit transfer.

WEST VIRGINIA

Has no formal inter-intrastate credit transfer policy or agencies.

LEA has credit transfer responsibilities.

WISCONSIN

There is no state agency, but the migrant education program of the State Department of Public Instruction has a staff that provides coordination for school districts in and out-of-state that want to award, transfer and accept migrant students' credits. Credit transfer policies are made at the local level (local school districts).

WYOMING

The SEA sends "secondary credit exchange" request forms and the addresses of all 3 summer education sites to all secondary schools in District #1 in Texas. These requests are sent to the Wyoming schools outlining courses and clock hours a particular student needs to complete the Texas course-work. The LEA principal returns a "credit exchange"-----completed form to the Texas school when the student leaves Wyoming. Wyoming has been doing this since the Spring of 1980.

PUERTO RICO

No interstate credit transfer policies or agencies. The state educational agency (Department of Education) has responsibility. We have a centralized system and decisions are made at the central level. Yes, we have an intrastate credit transfer system. Students' records are sent to the receiving school and program personnel orients teachers in regard to use of academic records.

recognition of COPA affiliation accredited agencies, e.2. NCA, established in rule form at the intrastate level."

The findings indicate that most states do not have a formal SEA credit transfer agency, although they have SEA policies. Credit transfer is done by the local school district, or local migrant education projects of programs in cooperation with their State Department of Education. The responsible agent in over 80% of the states is the local education authority. SEAs establish guidelines and work with the LEAs in some states. In North Dakota migrant education directors have credit transfer responsibilities.

Participation in MSRTS

Credit transfer is between sending and receiving school districts in which the Migrant Student Record Transfer System (MSRTS) is involved. The level of participation in MSRTS is difficult to determine from the responses. Apparently not all migrant student are enrolled in MSRTS. The responses in Table X show the level of MSRTS involvement.

Thirty-eight or 80% of the states participate in MSRTS to various degrees. Officials in Alabama, Alaska, Connecticut, Florida, Idaho, Illinois, Oregon and twenty-seven other states indicated that all schools with migrant programs participated in MSRTS.* Four states -- Arizona, Delaware, Indiana, and Louisiana -- did not fully participate in MSRTS. Only 22% of Delaware; 20% of Indiana; 40% of Louisiana; and, 80% of Arizona school districts participated. Arizona officials stated that all schools with migrant students will participate in MSRTS by the end of the year.

State officials were asked how they have or would increase their participation in MSRTS. The responses in Table X show that nineteen states have no problems or have resolved the participation problem with MSRTS. In South Carolina participation is required by the SEA. Florida school districts gave assurance of participation. Oregon used a school-base listing system, while Pennsylvania employed "personnel called 'Linkers' (to) keep in constant contact with the schools."

Those states that had not resolved the problem of MSRTS partici-

*In the Migrant Education Program, funds are allocated on the basis of enrollments in the Migrant Student Record Transfer System (MSRTS).

TABLE X

MSRTS PARTICIPATION AND RESOLUTION

STATES

WHAT PERCENTAGE OF SCHOOLS WHICH TEACH MIGRANT STUDENTS DO NOT PARTICIPATE IN MSRTS?

HOW HAVE OR WOULD YOU INCREASE MSRTS PARTICIPATION?

ALABAMA

All of our schools that have migrant programs participate in MSRTS. If a migrant student attends a school where there is not a migrant program he is treated like a regular student.

Enroll all migrant children in MSRTS and record credit earned.

ALASKA

All participating LEA's of the migrant are presently partially participating in the MSRTS. They are only using the original student identification section of the MSRTS, but this year, extensive training of LEA personnel will assure a broader participation in the MSRTS.

To solve the problem of less participation, the State Coordinator will inform the LEA's on the importance and the advantages of active participation in the MSRTS. He shall give several training workshops throughout the State and make sure that personnel involved in migrant education are well versed on the MSRTS procedures.

ARIZONA

There are five secondary schools that teach migrant students; four of these have migrant child education programs at the elementary level, and as such, these secondary migrant students are enrolled in the MSRTS. The other secondary school has not yet established a migrant child education program. By the end of this year, all schools with migrant students will be participating in MSRTS according to our Department of Education.

The migrant child education program is strictly voluntary on the part of the LEA. Hopefully the local school administration will see the benefit of providing a program for those secondary migrant students attending their school.

ARKANSAS

Don't know.

CALIFORNIA

No response.

COLORADO

None

CONNECTICUT

All participate.

DELAWARE

Approximately 22%.

FLORIDA

All schools funded to serve migrant children have to participate in the MSRTS.

GEORGIA

Information unknown.

Expansion of these schools depends upon funds availability and identify number of migrant students in a locale.

By requiring that all schools that serve migrant children participate in Migrant Student Record Transfer System (MSRTS); Monitoring

Not applicable.

The individual schools, approximately 30, have an average of 3-4 migrant students on their enrollment list. The migrant students are identified, settled out classification. This is not viewed as a problem.

Problem has been resolved by have districts give assurance of participation on project application.

Obtain state minimum standards from every state. Compare minimum standards to ascertain similarities and differences. Establish standards for graduation which meet all state minimum requirements. Identify states (consortiums) which share students on

-c-

GEORGIA
(CONT'D)

HAWAII	Not applicable.
IDAHO	All schools with migrant programs participate in MSRTS. However, it is unknown how many migrant students attend non-migrant project schools.
ILLINOIS	All participate in MSRTS.
INDIANA	Twenty percent.
IOWA	All participate.
KANSAS	All schools funded through Title I, ESEA, participate in the MSRTS.
KENTUCKY	All schools participate.
LOUISIANA	At present, schools not having MSRTS records on site but having migrant students enrolled is approximately 40 percent. If only secondary schools are counted the percentage is more in the order of 85 percent.

regular basis. (I believe this is being done in several areas, but it should be a coordinated effort). Have school districts accept common standards. Adopt basic competencies for each standard. Place emphasis on competency, not courses. MSRTS should assist in keeping track of these competencies. Insurance of diploma's based on competencies.

Not applicable.

State-wide identification and recruitment survey work to determine the number of students in terms of justification.

No problem.

Resolved by state staff.

No problem.

Through a computerized clearinghouse.

No problem.

Louisiana's policy is not to place MSRTS records in a school unless migrant funded personnel are located in that school. Due to the lack of concentration in single schools the problem

-d-

LOUISIANA
(CONT'D)

MAINE	All schools participate.
MARYLAND	All schools in which migrant students are enrolled transmit pertinent data to MSRTS.
MASSACHUSETTS	Not applicable.
MICHIGAN	All schools receiving migrant education federal funds participate in MSRTS.
MINNESOTA	All schools in this State teaching migrant students participate in the MSRTS.
MISSISSIPPI	Policies vary from SEA to SEA.
MONTANA	All schools with migrant students participate in MSRTS.
NEBRASKA	Not available.
NEVADA	All schools with migrant students participate in MSRTS.

cannot be resolved at the present funding level.

No problem.

Not applicable.

In Massachusetts, the LEA's do not deal directly with the MSRTS - the Massachusetts Migrant Education Program which administers and operates the supplementary program for migrant students enters and transmits the MSRTS information for each child and his/her respective local public school.

The provision of federal migrant education funds to local school districts is contingent upon participation in MSRTS.

No problems exist.

No problem.

Not applicable.

Not applicable.

No problems.

-e-

NEW HAMPSHIRE All schools with migrant students participate in MSRTS.

NEW JERSEY As for as we know, all schools with migrant students participate in MSRTS.

NEW MEXICO All schools with migrant students participate in MSRTS.

NEW YORK Data unavailable (apparently all of the schools with migrant students do participate in MSRTS).

NORTH CAROLINA All migrant student schools participate in MSRTS.

NORTH DAKOTA All schools (Summer) with migrant students participate in MSRTS.

OHIO All the schools that participate in our migrant program participate in MSRTS. Do not have figures of non-project schools.

OKLAHOMA All projects that teach migrant students participate in MSRTS.

OREGON 100% participate.

Not applicable.

As soon as migrant children are identified as attending a specific high school the student is placed on the data bank and the migrant education consultant contacts the high school.

No problems.

Still working on it. . . We have come a long way, but there is still much to do.

No problem.

Not applicable.

Don't know.

No problem.

We have resolved this problem by signing up all students in the school base listing system. They are then entered into the MSRTS computer.

PENNSYLVANIA All project schools participate in MSRTS.

RHODE ISLAND Data unavailable.

SOUTH CAROLINA All project school participate in MSRTS.

SOUTH DAKOTA Data unavailable.

TENNESSEE All schools that have identified migrant children participate in MSRTS.

TEXAS I know of no schools which teach enough migrants to qualify for a migrant program which do not participate in MSRTS. I believe it is required. Smaller schools which serve few migrants do so without federal aid and MSRTS.

UTAH All project schools participate in MSRTS.

VERMONT Not applicable.

VIRGINIA One hundred percent of the schools which teach migrant students in Virginia participate in MSRTS.

-f-

Personnel called "Linkers" keep in constant contact with the schools.

Data unavailable.

It is required by the SEA.

Data unavailable.

Each system is assigned a Regional Chapter I Consultant who can give information and assistance in conducting surveys and enrolling eligible migrant children.

I've made a suggestion to our state director that each teacher set objectives at the entry of a migrant (or at the first of the semester). When these objectives have been met the contract for credit has been completed.

Not applicable.

Not applicable.

A problem does not exist in transferring secondary credit for migrant students within the State of Virginia. The Interstate Migrant Secondary Services Program should continue to study ways to resolve this problem on the national level.

WASHINGTON	All project schools participate in MSRTS.
WEST VIRGINIA	All project schools participate in MSRTS.
WISCONSIN	All school districts that provide Title I migrant education are required to and do utilize the MSRTS for all identified and served migrant students in their district.
WYOMING	All three sites use the MSRTS.
PUERTO RICO	All schools in Puerto Rico participate in MSRTS.

No problem.

Not applicable.

The SEA would require that all sites use the MSRTS as a requisite to program participation.

We have no problem.

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pation, officials felt that LEA personnel needed to be educated in the importance and advantages of as well as being versed in MSRTS procedures. Georgia believed consortiums should be established between states (e.g. Texas and Minnesota) that share students. Emphasis should be placed on competencies, not courses, to establish intra-and interstate standards. Other state officials felt that increased federal funding and state staffing would facilitate MSRTS participation. SEAs should require all sites to participate. Kansas recommended a computerized clearinghouse. Louisiana believed the problem could be resolved if migrant staff at local schools and funding are increased. The findings suggest that intra state credit transfer is and has been easier to resolve than interstate credit transfer and MSRTS participation.

Obstacles to Uniform Graduation Requirements

When asked to determine the obstacles to acceptance of uniform graduation requirements for migrant students (Table XI), thirty-five or 70% of the states identified: 1) differences in LEA graduation requirements, 2) bureaucratic and public indifference, 3) the autonomous nature of local school districts, 4) too many local policies, 5) non-acceptance of partial or less than required credit hours, 6) LEA variances in curricula requirements, 7) some states are unwilling to engage in reciprocity, 8) transient nature of migrant students, 9) inadequate guidance and counseling services, and 10) lack of state control over LEAs.

Arkansas, Indiana, New Mexico and Puerto Rico officials indicated "no major obstacles." Kentucky's requirements were set by the State Board of Education. Connecticut had no need for uniform graduation requirements. Migrant students were classified (status one, two and three) according to accrued credit units and programs completed. New Hampshire and Wyoming had so few or only summer migrant students that was not a priority with its officials.

Minimum Competency Tests

State officials were asked their opinion about minimum competency testing for migrant students as a solution to differing credit unit requirements (Table XII). In those states that required minimum competency tests, forty-one or 82% of the states, plus Puerto Rico, agreed

TABLE XI

STATESWHAT ARE THE OBSTACLES TO ACCEPTANCE OF UNIFORM GRADUATION REQUIREMENTS FOR MIGRANTS?

ALABAMA	LEA has different graduation requirements. The new education record by MSRTS will help.
ALASKA	Each LEA is autonomous and this could cause problems in that the migrant students will have difficulties meeting uniform graduation requirements when no LEAs have the same requirements.
ARIZONA	Each LEA surveyed indicated that there would be obstacles to the acceptance of uniform graduation requirements for migrant secondary students. Each LEA school board has established policy regarding the number of credits that are required for graduation from high school.
ARKANSAS	No major obstacles.
CALIFORNIA	No response.
COLORADO	Variance in school district policies and graduation requirements, course titles. School district not willing to accept partial credit or less than required hours.
CONNECTICUT	In Connecticut there is no need for uniform graduation requirements. Eighty percent of the eligible migrant students are Status 3, fifteen percent are Status 1, four percent are Status 2.
DELAWARE	The main obstacle is the autonomous nature of local school districts. Also, the individual states graduation requirements and, for the most part, non-acceptance of partial work completed, by the student, in receiving states.
FLORIDA	Too many local district policies. There are many political obstacles, too numerous to enumerate here.
GEORGIA	Tradition of local autonomy, belief in local administrative control, and a belief that there should not be different grade requirements for migrant and non-migrant students.
HAWAII	Not applicable.
IDaho	Local and state autonomy precludes a uniform graduation requirement for migrant students.

ILLINOIS	Variance in school curricula and requirements encountered by students; short time spent in individual districts.
INDIANA	None that is known by the SEA.
IOWA	Lack of cooperation of local schools and differing state requirements.
KANSAS	No consistency in graduation requirements between local educational agencies in the state.
KENTUCKY	Each state has requirements. Kentucky's is set by the State Board of Education.
LOUISIANA	There are no obstacles to uniform graduation requirements in reading, math, and science but each state is going to require a different number of credits in each. The only obstacle is state autonomy.
MAINE	The same uniform graduation requirements for all students. No flexibility.
MARYLAND	The varying graduation requirements of students coming to Maryland from homebase states.
MASSACHUSETTS	Whereas each LEA has a right to establish its own requirements; it would seem an improbable task to accomplish uniform graduation requirements unless the states established a set of national core requirements.
MICHIGAN	Not all states are willing to engage in reciprocity.
MINNESOTA	The biggest obstacle appears to be the variances in the requirements of the home-base schools. We will accept whatever requirements are provided by home-base schools.
MISSISSIPPI	No response.
MISSOURI	Differing state and local requirements and the autonomy of states and local school districts in such matters.
MONTANA	Local school districts.
NEBRASKA	Frequency of moving, immediate need of money versus educational felt need, lack of parental education, tradition, lack of local felt responsibility, lack of effective communication.
NEVADA	Multiform high schools, requirements, programs and courses.
NEW HAMPSHIRE	As there are few migrant students in this state, I do not expect educators here to consider this a priority.

NEW JERSEY Obstacles are individual state laws and requirements, local policies, lack of understanding as to the plight of the migrant child by many educators; low priority, in the eyes of some, is based on relatively few numbers of migrant students as compared to the non-migrant student population in the state.

NEW MEXICO None.

NEW YORK Too exhaustive to be spelled out here.

NORTH CAROLINA State laws and local boards of education regulations.

NORTH DAKOTA Varied interstate graduation requirements.

OHIO Different schools have different policies concerning acceptance of credit information being transferred.

OKLAHOMA Non-participating projects, unwilling participants to provide credit data.

OREGON Obstacles vary but the following are reasons that even the state of Oregon has to cope with:

- Dissimilar course offerings between homebase and receiver schools.
- Dissimilar state or local district requirements for attendance and course completion.
- Dissimilar course content and requirements.
- Dissimilar instructional methods and materials.
- Lack of educational programs based upon the identified student needs.
- Inadequate counseling and guidance services.

The state of Oregon has a uniform 21 required units of credit for high school graduation, but local school districts have over and beyond the standard. Some may have 25 units of credit required while others may have 22.

PENNSYLVANIA More control of graduation requirements. Lack of formal reciprocity agreements, interstate and intrastate.

RHODE ISLAND Data unavailable.

SOUTH CAROLINA Agreement on the part of states and LEAs within given states.

SOUTH DAKOTA Data unavailable.

TENNESSEE No response.

TEXAS Lack of local control of the school system is a big obstacle.

UTAH At present not all states participate in the program. There may be a need to develop a uniform national system whereby other states could be included.

VERMONT Not applicable.

VIRGINIA Some obstacles to acceptance for migrants are: a) Lateral transfer of credit acceptance for similar course offerings among states; b) Acceptance of competency test results among states.

WASHINGTON A small number of school districts have been reluctant to accept flexible schedule work.

WEST VIRGINIA The variation from state to state in course offerings, course content and delivery sequence.

WISCONSIN Local politics.

WYOMING Not applicable. Have only summer programs.

PUERTO RICO No problems.

TABLE XII

STATES

SHOULD MIGRANT STUDENTS BE REQUIRED TO TAKE MINIMUM COMPETENCY TESTS--

IN STATES THAT REQUIRE COMPETENCY TESTS?

IN STATES THAT DO NOT REQUIRE COMPETENCY TESTS?

ALABAMA	Yes	Yes
ALASKA	Yes and no. If the migrant child has previously taken comparable competency tests and he/she has verification to this fact, then he/she should not be required to take the receiving LEA's competency tests. However, if the migrant child has not taken comparable competency tests, if he/she doesn't have verification of taking such tests, or if the competency tests taken were not comparable to the tests at the receiving school district, then he/she should be required to take such competency tests.	No, a waste of time.
ARIZONA	Yes. The State Board of Education has established that prior to graduation from high school, a student must demonstrate ability to read at a ninth grade level of proficiency, as established by the local district.	No, all students should be treated equally.
ARKANSAS	Yes, only in a state where a student graduates.	No, all students should be treated equally.
CALIFORNIA	No response.	No response.
COLORADO	Determined by LEA's.	No, why should they if not required by SEA.

CONNECTICUT

In Connecticut there is a "Proficiency Test" required for all students, except those enrolled in special education and bilingual education programs. Migrant students who do not fall into these two categories are required to take the proficiency test.

No

DELAWARE

The imposition of minimum competency requirements on students who do not complete a school year in their home school, as a result of migrancy, is not realistic. Nor is it realistic for receiving states to apply that imposition.

Only if the minimum competency tests are used for the purpose of diagnosing areas of deficiencies and not for the purpose of graduation. This diagnosis would be more for the interstate migrant and formerly interstate migrant who has been settled out less than three years.

FLORIDA

Yes

No

GEORGIA

Yes. A migratory life-style does not eliminate the need for mastery of skills.

No

HAWAII

Not applicable.

Not applicable.

IDAHO

Yes

No, migrant students should not be required to do any more than other students.

ILLINOIS

No

No

INDIANA

Yes - Minimum requirements should be applicable to all students who receive graduation diploma based on complying with State's requirements.

No

IOWA

Yes, if they earn a diploma in that state.

No

KANSAS

Only if they have serviced them in a special program for a minimum of two years.

No. This would be discriminatory.

KENTUCKY	Yes, if that is where they are residing at the time the test is administered.	No, why make exceptions.	Minimum competency tests are a good way to measure the effectiveness of school programs for migrant students as well as regular students.	
LOUISIANA	Migrant students should only be required to take minimum competency tests if the state from which they will graduate requires the tests. Migrant students should not be burdened beyond that which they already carry.			
MAINE	Yes, should be treated equally.	No, should be treated equally.	MONTANA	No. They should be required to meet only those requirements of home state.
MARYLAND	Yes, if diploma is awarded by that state.	No, migrant students should be penalized.	NEBRASKA	Yes
MASSACHUSETTS	Yes. In Massachusetts the migrant students who attend public school must take the minimum competency tests, if they are in attendance, as a "member" of the regular student population.	No, unless examined by a Migrant Education Program which is specifically geared to the migrant family life-style. This type of testing is usually impossible for states in which the migrant population takes up residence for only a short period of time.	NEVADA	Yes, so they can receive a diploma.
MICHIGAN	Yes, it is an S.E.A. requirement.	No, if not required.	NEW HAMPSHIRE	If there is some comparability among states on math, reading, and writing items, it may be appropriate.
MINNESOTA	If credit is being sought, yes. A student should be able to demonstrate a level of proficiency in any given course at an acceptable standard of performance in order to receive credit.	Yes, because of the high mobility of migrant students, they should have the opportunity to demonstrate competency even though not having fulfilled the total number of required hours required for credit by a home-base school and allowed credit because they have demonstrated competency in a given course.	NEW JERSEY	Yes, migrant students must be able to compete with other students.
MISSISSIPPI	Only if required of all other students	Only, if required of all other students.	NEW MEXICO	Maybe, but not be equitable for migrant students because of their migratory nature.
MISSOURI	Yes. Migrant students usually return to the same LEAs over a period of years and "tracking" skills are important. It is as important for migrant students to be taught minimum skills as any other students.	No. It would be an unfair burden to require one category of students to take a competency test while others are not. It may also be illegal.	NEW YORK	No. Only the home-base school in which they plan on graduating.
			NORTH CAROLINA	Yes, Everyone must meet a minimum score by state statute.
			NORTH DAKOTA	Yes, but all students should take the tests.
			OHIO	Only if they want to receive their diploma of graduation from that state.
			OKLAHOMA	Yes

Yes; if the state he/she wishes to graduate from requires a minimum competency test for graduation, he/she should take it so as to strive to be on par with other students graduating from the same state.

No, all children should be treated equally.

OREGON	They should not be required to take another state's competency tests if they have already mastered the same information in their own state. If the information or content has not been mastered, then a test should be taken to ensure credit. Oregon standards requires that challenge tests or other appropriate procedures for verification must be available for those students not taking a certain course where competencies are included. The competencies in this state must be mastered by some form.		WASHINGTON	Districts with active migrant programs usually require their students to take minimum competency tests. We are very concerned that our graduating migrant students are competent in basic skills when they leave high school.	A number of school districts use competency testing to evaluate student achievements. But migrant students should not be singled out.
PENNSYLVANIA	Yes, unless they graduate from a homebase school that does not require competency testing. Migrant students should receive a diploma equal to that of a regular student. The competency test, however, should be differentiated for mobility factors.	No	WEST VIRGINIA	Yes, they should be treated like all other residents.	No, they should be treated like all other residents.
RHODE ISLAND	Data unavailable.	Data unavailable.	WISCONSIN	Yes, but Wisconsin does not have mandatory minimum competency testing.	No
SOUTH CAROLINA	No, because of their mobility.	Data unavailable.	WYOMING	Yes, if they did not this would appear to be reverse discrimination.	No, this would appear to constitute discrimination.
SOUTH DAKOTA	Data unavailable.	Data unavailable.	PUERTO RICO	Yes. As a participant of the regular school program, the migrant student should be treated as the rest of the population.	Depends on local state decisions.
TENNESSEE	Yes--because of their mobility it is essential that they have at least minimum competency in the basic skills to graduate.	Yes			
TEXAS	Yes they should take all required tests to be part of the system. A competency test should not determine graduation for any student.	No. If not required for all students.			
UTAH	Yes - to show that they are progressing. Students need to be compared with other students.	No			
VERMONT	It depends on the goals of the secondary schools.				
VIRGINIA	Yes, migrant students should be required to take minimum competency	No			

that migrant student should be required to take the test, but qualified their affirmations. Their qualified comments included: 1) only if the home-based state required it, 2) if they earn diploma in that state, 3) if SEA requires it, 4) only if required by all students, 5) migrant students must have basic academic skills, 6) only if migrant student receives a diploma equal to that of a regular student, 7) their mobility makes competency evaluation essential, and 8) only if migrant student had not taken a test in his home-base state.

On the other hand, Delaware, Illinois, Montana, New York, and South Carolina believed migrant students should not be subjected to minimum competency tests. The reasons given were: 1) the migratory nature of migrant students, 2) those who had not completed a full year of school made it unrealistic, and 3) should only be given in home-base state, not in visiting states.

State officials' responses to "Should migrant students be required to take minimum competency tests in states that do not require competency tests" were negative. Thirty-seven or 74% of the states were against competency tests for migrant students, particularly if they were not required of all students and not mandated by the SEA. Twenty-three or 46% of the states gave unqualified negative responses to the question. Delaware official stated the tests should be a diagnostic tool for migrant students. For those receiving states, such as Massachusetts in which migrant students remain for a short period of time, competency testing would be "impossible" to administer equitably and the results would be invalid.

Intrastate Credit Transfer Clearinghouse

As a possible solution to the intrastate credit transfer problem, the respondents were asked to express their opinion about an intrastate clearinghouse, similar to the MSRTS that serves this purpose intra-inter-state (see Table XIII). The officials of twenty-four or 48% of the states rejected the idea of an intrastate clearinghouse. Some felt MSRTS fulfilled this function. Massachusetts indicated it had an integrated program within its public school system through supplemental instructional services to migrant students. Minnesota did not have an intrastate movement of migrant students. Eighteen states favored an intrastate clearinghouse. Illinois, Indiana and other states stated they would facilitate the centralization of migrant student credits within

TABLE XIII

STATES

IS OR SHOULD THERE BE AN INTRASTATE MIGRANT CREDIT TRANSFER
CLEARINGHOUSE?

ALABAMA	No
ALASKA	I think that there certainly should be an intrastate migrant credit transfer clearinghouse. We are presently exploring the possibilities of developing our computerized system to address the migrant credit transfer issue.
ARIZONA	Each migrant project school district serving secondary migrant students surveyed felt that there should be an intrastate migrant credit transfer clearinghouse established at the State level (SEA).
ARKANSAS	Already exists through MSRTS.
CALIFORNIA	No response.
COLORADO	Migrant Student Record Transfer System may serve this purpose. This is already set in place.
CONNECTICUT	No
DELAWARE	All intrastate migrant students must meet the same minimum state requirements in addition to any other requirements imposed by the Local Educational Agencies. No clearinghouse would be needed, for this reason.
FLORIDA	Yes. Should be part of SEA.
GEORGIA	Yes. Role and responsibilities of clearinghouse need to be defined.
HAWAII	Not applicable.
IDaho	No
ILLINOIS	There is none in Illinois. One should be established if the capabilities (fiscal) are available.
INDIANA	Yes. It would help to centralize migrant student data (MSRTS serves this purpose interstate).
IOWA	No
KANSAS	Yes

KENTUCKY	No
LOUISIANA	Louisiana has no credit transfer clearinghouse nor does there appear to be a need for such.
MAINE	No
MARYLAND	No
MASSACHUSETTS	There is no reason to have an intrastate migrant transfer clearinghouse. The Migrant Education Program provides supplemental instructional services to migrant students attending our public schools and as such, is a integrated program within the Commonwealth's public school system.
MICHIGAN	There should be one.
MINNESOTA	Since we do not have an intrastate movement of migrant students, we do not have the need for such an activity.
MISSISSIPPI	No
MISSOURI	No
MONTANA	Yes
NEBRASKA	No
NEVADA	No comment.
NEW HAMPSHIRE	The Migrant Student Record Transfer System in Little Rock is including this information on the new MSRTS transfer form.
NEW JERSEY	a. No; there is no intrastate migrant credit transfer clearinghouse operating at present. b. Yes; there should be such a clearinghouse.
NEW MEXICO	Not necessary for New Mexico.
NEW YORK	Possible.
NORTH CAROLINA	See no value in it.
NORTH DAKOTA	No
OHIO	Possibly - only if it would facilitate the communication and the transferring of the credit.
OKLAHOMA	Not unless non-participating States/Locals are required to participate in it.
OREGON	Yes, definitely. There are too many course requirements

and competencies and migrant students seem to be required to follow several. It gets very confusing for them. A defined network of credit transfer procedures and information for migrant students is needed.

PENNSYLVANIA The Revised National Migrant Student Record Transfer System should serve in that capacity.

RHODE ISLAND Data unavailable.

SOUTH CAROLINA-There should be a clearinghouse.

SOUTH DAKOTA Data unavailable.

TENNESSEE Yes. Responsibilities should be defined.

TEXAS It could be helpful in some cases when needed and requested by the home school.

UTAH No

VERMONT Don't know.

VIRGINIA In the Commonwealth of Virginia, an intrastate migrant credit transfer clearinghouse is not feasible at this time. Eighty-five percent of migrant students being served in the Commonwealth are of pre-school, elementary and middle school ages.

WASHINGTON There should be - New York State 134 Migrant Intrastate Project is moving in this direction.

WEST VIRGINIA Don't know.

WISCONSIN The Migrant Student Record Transfer System (MSRTS) has its national computer operation in Little Rock, Arkansas. It receives and forwards educational data, including accrued secondary hours/units of students nationwide. While MSRTS can be envisioned as a clearinghouse, the awarding and accepting of interstate and intrastate accrued hours remains as a decision of the school districts in Wisconsin. The SEA will act as the student advocate, but it is still a local decision.

WYOMING No, the turn around time would present a major problem for states such as Wyoming that have small and very short summer programs.

PUERTO RICO Yes. There should be an intrastate migrant credit transfer clearinghouse. This would help in publishing and sharing ideas that will be helpful to other school districts. It would facilitate communication.

the state. Alaska is exploring an intrastate computerized system. Arizona and other states felt a clearinghouse should be the responsibility of the SEA. New York with its 134 intrastate/interstate projects is "moving in this direction." Puerto Rican officials believed a clearinghouse "would facilitate communication."

Academic Continuity for Migrant Students

In response to the issue of developing academic programs that provide educational continuity for migrant students, forty or 78% of the states argued there was a possibility of improving the system (Table XIV). Increased coordination and cooperation within and between states is essential. Kansas and Massachusetts felt that states "will have to consent toward consistent courses." Nevada stated it was possible, but unrealistic to expect a lock-step progression from school to school, district to district or state to state. Although the majority of states saw the possibilities of improving academic continuity, it was recognized that there are many obstacles, the greatest of which is the autonomous nature of SEAs and LEAs. Five states believed it was not possible to improve on the current status of migrant students, given their mobility.

Resolution of Credit Transfer Problem

State officials were requested to state how they would resolve the credit transfer problem of migrant students. The finding in Table XV show the majority of states believed only a cooperative effort of participatory states to recognize and accept common standards would resolve the issue. This included flexible scheduling and flexible graduation requirements. Georgia argued SEAs and LEAs should use competency standards, which would eliminate establishing a national curriculum or interfering with LEA autonomy.

Alabama, Arkansas, Kansas, Massachusetts and other states believed MSRTS could resolve the problem if state officials would make full use of its services. Massachusetts official stated, "a system such as MSRTS must be expanded and operate in a manner which builds confidence and trust in its data base to be truly viable and credible to its users." Oklahoma, however, contended:

The solution lies in federal regulations. States will have to be required to report credit data. This includes non-participating projects in all states. If a statute were to become reality, inservice training will be the key to getting states to cooperate nationally.

TABLE XIV

STATESIS IT POSSIBLE TO DEVELOP MIGRANT STUDENTS' ACADEMIC
PROGRAMS TO PROVIDE CONTINUITY?

ALABAMA	Yes.
ALASKA	In Alaska? No.
ARIZONA	Yes. This state is working on a transfer system at the secondary level currently.
ARKANSAS	Yes, however, there are many obstacles that must be overcome between school districts within a state and inter-state.
CALIFORNIA	No response.
COLORADO	Yes.
CONNECTICUT	Yes.
DELAWARE	Yes. By working closely with the sending states and home school districts in ascertaining courses needed for graduation and developing acceptance of credit accrued, partial or full, in receiving states.
FLORIDA	Definitely with much coordination and cooperation of states and school districts.
GEORGIA	A list of competencies exists across the state of Georgia and each student must demonstrate mastery. A national curriculum is not feasible. Instead, the migrant program should be concerned with assisting migrant students within the LEA settings.
HAWAII	Not applicable.
IDAHO	Yes.
ILLINOIS	Yes.
INDIANA	No.
IOWA	Anything is possible. Trying to get human cooperation is the big obstacle.
KANSAS	Yes, it is possible - but states will have to consent toward consistent academic courses.
KENTUCKY	Yes.

LOUISIANA

Through the correct use of the Migrant Student Record Transfer System by all school and instructional personnel, continuity for migrant student academic progress is possible.

MAINE

Yes.

MARTLAND

Yes.

MASSACHUSETTS

Yes, providing that the continuity is based upon the National Skills list and incorporates a standard inter-state agreement which specifies the basic requirements of course content. This assumes that the requirements are the essential core elements found within most curriculum and developed on a national level to address the inter-state residency factors encountered in programming for a highly mobile population.

MICHIGAN

Yes.

MINNESOTA

Minnesota has been in communication with the Texas Interstate Program and has received written documents from home-base schools which inform the receiving school of the course work completed by the student and which will be taken the following year. Additional information points out areas of difficulties the student is having.

School districts, in addition, are writing course descriptions which will provide information to receiver schools in order to determine continuity in instructional services.

MISSISSIPPI

Yes. Present system does better than average job of this.

MISSOURI

Probably not, in view of the 50 different state education systems and 15,000 local school districts, all with considerable autonomy.

MONTANA

Yes.

NEBRASKA

Yes.

NEVADA

Yes, but only to a certain degree. It is unrealistic to expect a lock step progression from school to school, district to district or State to State.

NEW HAMPSHIRE

It is possible to provide greater continuity of educational programs to migrant students.

NEW JERSEY

Yes.

NEW MEXICO

Yes.

NEW YORK

Yes.

9
NORTH CAROLINA-This would be a very difficult program since each state and the LEAs have legal responsibilities and are autonomous bodies.

NORTH DAKOTA We have had secondary programs, however, due to the low numbers of students available and then not on a regular basis due to the fact that those who do come to our state come to work.

OHIO Yes.

OKLAHOMA Yes, it is possible. However, it will be difficult due to the complex differences in credit transfers between states.

OREGON Yes. Migrant students academic programs have been developed in various counties throughout the state of Oregon. These programs coordinate with one another but work in association with their local school districts. The migrant programs also coordinate their efforts by exchanging and transferring credit with sending and receiving states.

PENNSYLVANIA In certain specific curriculum through interstate cooperation continuation of academic programs for migrant students is possible. Algebra I is Algebra I across most state and county school districts.

RHODE ISLAND Data not available.

SOUTH CAROLINA-Yes.

SOUTH DAKOTA Data unavailable.

TENNESSEE It might be possible but would be very difficult to accomplish.

TEXAS Yes.

UTAH Yes.

VERMONT Don't know.

VIRGINIA Yes, it is possible to develop migrant students' academic programs to provide continuity. This is evidenced by MSRTS and the National Migrant Skills Information System.

WASHINGTON Yes. Currently being done between Rio Grande Valley in Texas and 10 schools in Washington.

WEST VIRGINIA No.

WISCONSIN This depends somewhat on time of arrival and whether or not there is a Title I/Chapter I Migrant program with support personnel.

WYOMING

Yes.

PUERTO RICO

Yes. Through the Migrant Child Education Program students receive systematic individual help and follow-up in the development of basic instructional skills. This provides continuity.

TABLE XV

STATESWHAT IS THE SOLUTION TO RESOLVING THE CREDIT TRANSFER
PROBLEM OF MIGRANT STUDENTS?

ALABAMA	All migrant students must be identified and their grades placed on the educational records of MSRTS. Each state must work out a systematic method for this to take place.
ALASKA	Establish uniform graduation requirements. As I stated since each LEA is autonomous in its graduation requirements and the SEA has its specific requirements, it will be quite difficult to dictate a uniform graduation requirement policy. This might be possible in some states, but there is too much diversification within Alaska's education system.
ARIZONA	The solution to resolving the credit transfer problem of migrant students has to start at the State level (SEA) with the State Superintendent of Public Instruction, State Board of Education, on down to the local level (LEA), local school administrators and local school boards.
ARKANSAS	The MSRTS credit exchange system coupled with some states forgoing some specific course requirements.
CALIFORNIA	No response.
COLORADO	Flexibility in graduation requirements and policies; acceptance of credit transfers and support from School Boards of Education, Chief State School Officers, Superintendents, Principals and Counselors; development and implementation of Secondary Credit Transfer Programs.
CONNECTICUT	Not applicable.
DELAWARE	Developing reciprocity among all sending states, in granting credit, partial and full, for courses taken in receiving states. As a result of the autonomous nature of the LEAs, in many states, reciprocity must also be established at the local level. Establish a clearinghouse, for interstate migrant students, for course work needed in their home state, home school district.
FLORIDA	Get districts to recognize the problem first and make special allowances for accepting or granting credit for students enrolled for brief periods. The State of Florida is currently participating in the Interstate Migrant Secondary Services Program (143) and looking into alternative ways to benefit our shared students.

GEORGIA

Obtain the cooperation of participating states to recognize and accept the common standards.

Develop basic competencies for each standard. At each school a migrant student attends, have competencies validated (school signs off that student has demonstrated competency in one area). This would eliminate establishing a national curriculum or interfering with LEA autonomy. Instead, it would put the emphasis on competencies, not specific courses which are within the realm of individual LEAs.

Apply these standards and competencies for identified migrant students (MSRTS could help in keep track of these competencies).

HAWAII

Not applicable.

IDAHO

Full utilization and implementation of the secondary credit data section of the Revised MSRTS educational record which will be operational September 1, 1982. Of enough students to warrant a project, work with those districts with enough students to make the migrant projects a reality.

ILLINOIS

Improved communication among districts and agreements to accept hours, grades and credits sent from one school district to another.

INDIANA

More communication.

IOWA

Cooperation of all involved.

KANSAS

Through the efforts of MSRTS.

KENTUCKY

This is being attacked by the MSRTS Committee of the National Association of State Directors of Migrant Education.

LOUISIANA

Education of school personnel in the plight of the migrant student and what resources are available through MSRTS for credit transfer.

MAINE

No problem.

MARYLAND

A cooperative agreement and plan among sending states and receiving states detailing credit accrual and acceptance and complimentary course requirements and descriptions.

MASSACHUSETTS

Greater data sharing capability for our public schools to enable the transfer accurate academic information on each student which enhances intra- and inter-state cooperation. A system such as MSRTS must be expanded and operate in a manner which builds confidence and trust in its data base to be truly viable and credible to its users.

MICHIGAN Provision of necessary information to schools and provision of necessary funds to implement the program.

MINNESOTA

- Uniform requirements among home-base schools would be the main solution.
- Course descriptions in order to determine uniformity in course materials in receiver schools.
- Acceptance by all home-base schools of transferred credits/hours from receiver schools.
- Accurate and clear data regarding the students' current academic status; where remedial assistance is necessary in order for the student to perform at an acceptable level.

MISSISSIPPI Not a problem.

MISSOURI In this state, it is not perceived to be a problem. The only real solution is a national system of credit granting, which conflicts with state and local autonomy in such matters.

MONTANA Good interstate cooperation.

NEBRASKA Standardized and centralized procedure and mechanism.

NEVADA Interstate agreements.

NEW HAMPSHIRE Have you consulted with the Secondary Credit Exchange subcommittee of the National Association of State Directors of Migrant Education? Much information has been gathered by this group and progress has been made to diminish this problem.

NEW JERSEY The solution should include improved communication, good public relations, and good contacts with the high schools. Additionally, the national transfer credit system and uniform graduation requirements should be presented to the State Chief School Officers and State Migrant Program directors along with state consultants.

NEW MEXICO Increase state intercooperation, make more education/administrators aware of migrant education programs and the needs of students.

NEW YORK Too exhaustive to be spelled out here.

NORTH CAROLINA-No problem.

NORTH DAKOTA We have only summer programs. No problems.

OHIO More and better communication between schools.

OKLAHOMA Solution lies in Federal regulations. States will have to be required to report credit data. This includes non-participating projects in all states. If a statute were to become a reality, inservice training will be the key to getting states to cooperate nationally.

OREGON One solution would be to set up a network of communication between sending and receiving schools. This might help resolve differences in course requirements and acceptance. Several districts and states have begun this process and it has worked.

PENNSYLVANIA Acceptance by all states and LEAs of the information on the MSRTS. Better communication between school counselors. More interstate exchange programs.

RHODE ISLAND Data unavailable.

SOUTH CAROLINA-Agreements between state and LEAs and agreements among states.

TENNESSEE No response.

TEXAS Teachers should set objectives at the entry a migrant (or at the beginning of the semester). When these objectives have been met the contract for credit has been completed. This would include taking texts, course outlines and assignments along on work trips.

UTAH The Articulation Conference conducted in Seattle, Washington in August, 1981, addressed this issue. From this conference a national policy for migrant secondary students developed resolutions that address this issue. This action resulted in policy statements and follow-up actions that clearly identify people, groups and committees that will do certain aspects of required work by stipulated deadline dates.

VERMONT Who knows?

VIRGINIA There is no easy solution to resolving the credit transfer problem of migrants, however, continued communications among states regarding the acceptance of uniform graduation requirements will aid in resolving this matter.

WASHINGTON Increase interstate communication and cooperation.

WEST VIRGINIA Don't know.

WISCONSIN District contact and coordination at the local level.

WYOMING Resolution, among the states of length of class time to complete a course, i.e., one state has 45 minute classes, another 50 minutes - the long one refuses to accept the short one as being enough time to get credit.

PUERTO RICO We have no problems.

Under the Reagan administration and the emphasis on decentralization and local control, the possibility of a federal reporting statute does not appear to be in the offing in the near future.

Minnesota gave a list of solutions that basically summarized the responses of the sample:

1. Uniform requirements among home-base schools.
2. Course descriptions in order to determine uniformity in course materials in receiver schools.
3. Acceptance by all home-base schools of transferred credits/hours from receiver schools.
4. Accurate and clear data regarding the student's current academic status; where remedial assistance if necessary in order for the student to perform at an acceptable level.

Summary and Conclusions

Resolution of the credit transfer problem of migrant students involves improved communication on an intra- and interstate basis, the acceptance by all states of the revised MSRTS guidelines (operational September 1, 1982) and the implementation of some form of agreement on policy and procedures on credit transfer between SEAs and LEAs. Other suggestions offered were: 1) increased funding, 2) uniform graduation requirements, 3) relaxation of requirements by some states, 4) education of school personnel on the plight of the migrant student, 5) acceptance by home schools of credits from receiver schools, and 6) having teachers specify objectives which when met (even if test and assignments have to be taken alone on work trips) would entitle the student to credit. One respondent felt that there is no workable solution unless states and LEAs are willing to accept a separate set of graduation requirements for migrant students.

The Education Commission of the States (1982) recommended:

- 1) Issue credit on a flexible, fractional basis.
- 2) Accept credits sent by students' home-base school in schools where they reside at the time of graduation.
- 3) State agencies should improve and monitor the implementation of the MSRTS to insure effective utilization of the system.
- 4) Increase the identification, recruitment, and enrollment of services for migrant students on a intra-and interstate level.

- 5) Each state should compile and provide a resource directory of all agencies providing education, employment and training services to potential migrant students, ages 14-21.
- 6) Education institutions should inform migrant parents about credit accrual requirements and optional programs based on time and performance leading to high school graduation. Parental participation should be encouraged by a team effort between home and school.

The major problem of credit transfer for migrant students appears to be the lack of a common credit unit system policies and procedures within and between states. One suggested solution is to take the responsibility out of the hands of the state and create or designate a high school or institution (clearinghouse) that would serve as a national secondary school. Its responsibility would be to obtain transcripts and accrued credits of migrant students from the SEAs, LEAs and local high schools, etc. and translate the credit units into a "national credit unit." The migrant student would receive a diploma from this "national high school." Also a common "national credit unit" (similar to the Carnegies unit or a "national credit unit" or some other common criteria) would be established to provide some uniformity. Make it a federal regulation. The GED might be used as an alternative national competency test to provide some form of uniformity in the credit transfer system. A number of assessment vehicles that have a common criteria-base could be employed. A permanent "educard", such as a green card, would be carried by the migrant family/student on which accrued credits and courses taken would be recorded.

The same approach could be used at the state level. There would be an intrastate clearinghouse and a common credit standard mandate by state statute. The clearinghouse would interpret and translate LEA credit units/hours into a "state credit unit" that conforms to the "national credit unit."

This solution would not endanger the autonomy of local school districts nor would it effect their curricula and programs. It would simply interpret their credit unit standard based on the states' criterion of a "state credit unit" which conforms with the "national credit unit." Both the LEA and SEA would retain their autonomy, while eliminating the confusion, inequity and ambiguity of what con-

stitutes a credit unit. The states could also establish or designate a "state high school" from which migrant students could receive a diploma upon meeting the requirements. The Iowa respondent said "anything is possible. Trying to get human cooperation is a big obstacle."

This approach may provide a more effective and meaningful "national migrant student credit" exchange and accrual system that would enable students to maintain academic continuity and earn the necessary requirements for graduation. The "national credit unit" may also better meet the needs of the student and the family by simplifying the process. As the Education Commission of the States argued:

The real challenge to educators is to develop a means of helping migrant students through a highly differentiated education system, either by modifying the entire system or by developing new approaches to accommodate the system to the needs of migrant students. The problems, then, is much larger than merely developing a means for a principal in one school district to update the records of migrant student based on work in another school district. Rather, the entire secondary school experience must be thought out in terms of the students' needs and the needs of their families.⁵

Although the education of and concern for migrant students has improved appreciably over the past decades, educational institutions are limited as to how much they can do for migrant students unless society comes to grips with the socioeconomic conditions of migrant families. Schools will have little impact unless there is a dramatic change in the living and working conditions of migrant workers and their family. Studies by the Migrant Legal Action Program, Inc., a federally financed legal aid program and church-related support group, reiterate the plight of migrant families: 1) life expectancy is only 47 years, 2) 86% of migrant children fail to finish high school, 3) median income for a migrant family of six--with children picking--is \$3900 a year, 4) farm-workers are not covered by the National Labor Relations Act and they have no collective bargaining rights, 5) severe living and working conditions--bad food, primitive sanitation conditions and contamination from pesticide poisoning, and exploitation by crew leader system, "a throw back to peonage."⁶

Migrant families have no or little political voice. Without changing the socioeconomic conditions of these families, the influence

of the educational institutions on the children will be minimal at best. Those living in poverty have no power. Therefore, a concerted effort should be made on a national and state level by all political, legal and social agencies to improve the plight of migrant families. Without this commitment the educational status of migrant students will not improve substantially, despite the best efforts of educators to meet their academic needs.

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